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GENDER EQUALITY IN ENGINEERING THROUGH COMMUNICATION AND COMMITMENT (GEECCO)

WORK PACKAGE 8: Support, Training and Facilitation

TAILOR-MADE GENDER EQUALITY PLANS (GEP VERSION 3.0)

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GEECCO – Gender Equality in Engineering through Communication and Commitment. In a Nutshell

Scientific and technological innovations are increasingly important in our knowledge-based economies. Today STEM (Science, Technology, Engineering, and Mathematics) is literally everywhere; it shapes our everyday experiences. With technologies we choose e.g. structures that influence over a very long time how people are going to work, communicate, travel, consume, and so forth. It is thus both a question of competitiveness and justice, to achieve gender equity within science and technology institutions, including policy and decision-making bodies. GEECCO with its project lifetime from May 2017 to April 2021 aimed to establish tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs were located in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies.

GEECCO pursued the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

- (i) Setting up change framework and a tailor-made GEP for each participating RPO;
- (ii) Implementing gender criteria in the activities of RFOs;
- (iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to participate from existing experiences and match them with their specific needs and circumstances.
- (iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

<http://www.geecco-project.eu/>

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

Further resources developed by the GEECCO-project consortium

All public deliverables, resources and additional material can be downloaded on this website:

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

Public deliverables (in order of the related work packages)

- Postorino, Maria Nadia; Marino, Concettina; Suraci, Federica; Enzenhofer, Bettina; Lusa, Amaia; Costa, Carme Martínez; Pulawska-Obiedowska, Sabina (2018): Gender Analysis of Decision-Making Processes and Bodies. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Bryniarska, Zofia; Żakowska, Lidia; Enzenhofer, Bettina; Postorino, Maria Nadia; Marino, Concettina; Lusa García, Amaia (2018): Current Status of Women Career Development. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Ratzler, Brigitte; Burtscher, Sabrina; Lehmann, Tobias; Mort, Harrie; Pillinger, Anna (2020): Enhanced Gender Knowledge and New Content. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Ratzler, Brigitte; Enzenhofer, Bettina (2019): Integrating Gender Dimensions in the Content of Research and Innovation. An Exhibition. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

- Lasinger, Donia; Nagl, Elisabeth; Dvořáčková, Jana; Kraus, Marcel (2019): Best Practice Examples of Gender Mainstreaming in Research Funding Organizations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Dvořáčková, Jana; Navrátilová, Jolana; Nagl, Elisabeth; Lasinger, Donia (2020): Guideline for Jury Members, Reviewers and Research Funding Organizations' Employees. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Kraus, Marcel; Dvořáčková, Jana; Lasinger, Donia (2021): List of Principles of Communication of Gender Criteria. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Allori, Agostina; Rutzer, Brigitte; Enzenhofer, Bettina; Lusa García, Amaia; Marino, Concettina; Zakowska, Lidia; Bryniarska, Zofia (2020): Tailor-made Gender Equality Plans (GEP version 3.0). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Knoll, Bente (2021): Dos and Don'ts while Degendering the STEM Field. Learning Experiences of Four European Universities and Two European Research Funding Organisations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Knoll, Bente; Renkin, Agnes (2021): Final Report on Supporting Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Implementation of Dissemination Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Engagement Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lipinsky, Anke; Schredl, Claudia: Final Evaluation Report. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Additional resources and literature reviews

- Knoll, Bente; Renkin, Agnes; Mergaert, Lut (2020): Additional resources (living document). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Burtscher, Sabrina (2019): Literature Review: Gender Research in Human Computer Interaction. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Mort, Harrie (2019): A Review of Energy and Gender Research in the Global North. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lehmann, Tobias (2020): Literature Review: Gender and Mobility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Explanatory videos (available on Youtube)

- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Humans & Computers. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=vrWx91RdmGo>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Robots in our society. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=bfXr29VAuwU>, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2020): Energy for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=tIwrgsNVfW8>, checked on 4/30/2021.
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- Ratzner, Brigitte; Enzenhofer, Bettina (2021): Inclusive design – why intersectionality matters. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at <https://www.youtube.com/watch?v=U4eRb1NM21A>, checked on 4/30/2021.

Evaluation and monitoring tutorials

Anke Lipinski and Claudia Schredl, both from GESIS, developed five online evaluation and monitoring tutorials.

1. GEECCO Data Monitoring Tool
2. GEECCO Infographic: Gender Equality Approaches and Their Impact on GEP Implementation
3. GEECCO Infographic: SMART Gender Equality Objectives
4. GEECCO Explainer Video: Gender Equality Plans in Technical Universities and the Use of Logic Models
5. GEECCO Log Journal

These tutorials can be downloaded on this website:

<https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate>

Document versions

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1.0	16.12.2020	Final Version	Lut Mergaert

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1. INTRODUCTION

1.1 About the GEECCO project

GEECCO aims at establishing and implementing tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs are active in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies. It is thus a question of excellence, competitiveness and justice to achieve gender equity within STEM-institutions, including policy and decision-making bodies. Concerning the gender dimension in research programmes, RFOs are a key to substantial changes and thus a crucial part of the aspired transformation. GEECCO pursues the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

- (i) Setting up a change framework and a tailor-made GEP for each participating RPO
- (ii) Implementing gender criteria in the activities of RFOs
- (iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to proceed from existing experiences and match them with their specific needs and circumstances. Facilitators will build up appropriate communication structures and processes within the RPOs and RFOs. They will enable the RPOs and RFOs to help themselves in the longer term dealing with internal resistances against gender equality.
- (iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

1.2 Work Package 8 – Support, training, facilitation

The GEECCO Grant Agreement presents the aim and objectives of WP8 as follows.

This WP aims at supporting and supervising the implementation of the GEPs in each participating RPO. Its objectives are:

- To set up a supporting structure
- To develop support tools according to the needs of the RPOs involved
- To set up and deliver training workshops to the RPOs
- To supervise the implementation of the GEPs

1.3 Process towards Deliverable 8.4.

The present deliverable contains the approved GEPs of the four GEP implementing partners within GEECCO. The first version of their GEPs was included in the Deliverable 3.4 (Tailor-made GEP draft), developed in the first phase of the project (as part of WP3 “Initial phase: Setting up a tailor-made GEP-implementing change framework for each participating RPO”) and submitted in Month 7 (November 2017).

These initial GEPs were analysed, along with other materials, by the monitoring and evaluation partner of GEECCO (GESIS) under WP10, and reflected upon in the Baseline Data Report for the Evaluation (D10.3). This Baseline Data Report included so-called ‘logic models’, which summarise for each partner and for each thematic area addressed in the GEPs the inputs, activities, (expected) outputs, (expected) outcomes and (expected) impacts. As such, these visual representations allowed a coherence check for the partners’ GEPs rationale. It was agreed with each of the partners that the logic models would be updated, in coherence with the updated version of the institutional GEPs and submitted together in the Deliverable D8.3 Tailor-made GEP (version 2.0), submitted in month 24 (April 2019).

Since the GEP version 2.0, the partners have continued their work, updating their GEPs as well as the logic models, with the support of the WP8 partners. After deliberation in an online meeting held with the four RPOs (5 November 2020), it was decided that the present Deliverable 8.4 Tailor-made GEP (version 3.0) would include the officially approved, *future-oriented* GEPs for each institution. As such, the partner institutions commit to implementing a next GEP cycle, continuing the institutional change work after the GEECCO project has ended. The logic models, being support tools and not part of the official GEPs, are included in the Deliverables 4.4.; 5.4 and 6.4 (due in month 48).

The next part of this deliverable contains each of the partners’ official and approved Gender Equality Plan (GEP 3.0). It is noted that, as the partners’ GEPs are tailor-made, the structure and formatting of the GEPs is not harmonised throughout.

2. GEECCO PARTNERS' OFFICIALLY APPROVED GENDER EQUALITY PLANS (GEP 3.0)

This part contains the officially approved, future-oriented GEPs for each RPO partner of GEECCO. As mentioned above, the structure and format of the GEPs vary across the institutions, as GEPs - including their presentation - were tailored to institutional contexts and processes.

2.1 Technische Universität Wien (TUW) - AT

Preamble

In Austria, the Universities Act 2002 § 20b. (1) prescribes that an Equal Opportunities Plan as well as a Career Advancement Plan for Women have to be part of the statute. The "Career Advancement Plan for Women at TU Wien"¹ has been in place since 2004; the Equal Opportunities Plan² since 2017 (see annex 1 of this deliverable). Gender equality topics are also included in the performance agreement with the Federal Ministry of Education, Science and Research as well as in the development plan.

Additionally, the Universities Act 2002 § 42 prescribes a Committee for Equal Treatment. The committee prevents and acts against unequal treatment and discrimination, in particular by monitoring hiring procedures. It also offers advice on matters related to equal opportunities as well as bullying and (sexual) harassment and informs about equal treatment (in language), gender equality, gender mainstreaming and the career advancement of women. In the performance of its duties, the working group is granted certain rights; the members are independent and autonomous when they carry out their role and must maintain professional secrecy.

TU Wien is highly committed to Gender Equality. In the Career Advancement Plan, it is stated that *"TU Wien commits itself to the career advancement of women and to creating positive and career-enhancing conditions for women. It therefore sees it as a joint task of all members of the university to achieve the objective that women and men at TU Wien have opportunities to develop according to their qualifications and that any existing discrimination against women is eliminated or counterbalanced. The actual equal treatment of women and men and the career advancement of women shall be appropriately reflected in the human-resource policy of TU Wien, in particular the strengthening of gender competences of all members of TU Wien, in research and teaching as well as in the distribution of resources (gender mainstreaming and gender budgeting). This is an important obligation for persons in management positions."*

Its Equal Opportunities Plan states *"TU Wien is committed to creating a positive climate, preventing social discrimination, and promoting equal opportunities, since a diverse workforce*

¹ https://www.tuwien.at/fileadmin/Assets/tuwien/TU_fuer_alle/AKG/Career_Advancement_Plan_for_Women_at_TU_Wien_2017.pdf

² https://www.tuwien.at/fileadmin/Assets/tuwien/TU_fuer_alle/AKG/Equal_Opportunities_Plan_2017_final.pdf

is a driving force for the flexibility, innovation and creativity necessary for technological, academic, social and societal progress. The anchoring of the Equal Opportunities Plan in the statute of TU Wien is not only a legal requirement but is also intended to raise awareness of issues pertaining to equal opportunities, which again promotes equal opportunities for employees and students and broadens their diversity skills with specific measures. The goal is to support university members in the different stages in their lives and careers. Accordingly, the compatibility of work/studies and family care at TU Wien is also a core objective. TU Wien views the achievement of this vision as the shared task of all university members in order to create a resource-oriented respectful culture that values diversity in the long run.” A company agreement on cooperative behaviour and anti-discrimination in the workplace is in place since 2013.

TU Wien is constantly striving to ensure family-friendly conditions at the university. There have already been many activities in the past to reconcile work and family life. In addition to a range of support options for employees with childcare obligations, TU Wien is developing support measures for employees with relatives in need of care to make it easier for them to balance their career and their family. In October 2020, TU Wien was awarded the 2nd State Prize “Family and Work” as Austria’s most family-friendly University.

Since 2012, TUV supports the flexibility of its employees and enables home office. Members of the academic staff can freely allocate the beginning and end of their daily working hours within a core working time. TUV has a company agreement on flexitime. There is a guideline for different leaves of absence, for example for the purpose of research and/or teaching. All female professors and female junior faculty academics who have disproportionately high loads of committee work can be granted a research sabbatical. Furthermore, there is a guideline for the return of female academic project assistants after maternity protection/parental leave.

There have also been and still are many formats for advertising technical and natural science to female pupils.

In September 2020, TU Wien received the HR Excellence in Research Award.

Yet TUV has seen the project “Gender Equality in Engineering through Communication and Commitment” (GEECCO) as an opportunity to set up activities especially in those subject areas that have received little attention so far. While GEECCO’s thematic areas (decision making, female career development and gender in research) are also areas that are tackled in TUV’s Career Advancement Plan for Women, the responding measures have not necessarily brought satisfactory results in all areas. Within GEECCO, TUV had the chance to reflect existing documents and activities, to define main areas and to come up with a GEECCO GEP that includes sustainable actions while supporting and complementing the Career Advancement Plan for Women. The GEECCO GEP combines some main issues and goals with a transparent working plan – which actions are needed to reach the respective goal, who is responsible, when is the action planned, how many resources are required, and which indicators should be used to evaluate if the goal was reached.

This document includes 10 actions that are seen as priority at TUV in order to improve gender equality in the areas of decision making, female career development and gender in research, and was approved by TUV’s Rectorate.

Thematic area: Decision Making				
Main issue(s) / Problem(s)	<p>Decision making processes still produce biased results, gender bias appears with all genders.</p> <p>Knowledge about gender-related topics and the services of the Office for Gender Competence has not yet reached the whole organization.</p>			
Goals / Priorities	<p>Awareness raising for all members of boards – from mid-2021 on, all appointment committees must take part in a standardized information and training session which includes a training on gender bias.</p> <p>Knowledge building about gender and the services of the Office for Gender Competence throughout the University – in 2021, the learnings of a project on digitalization will be evaluated in the light of how they can be integrated into regular processes.</p>			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
Trainings for appointment committees on gender bias and social competence	Deans, Heads of Institutes, HR Department, Office for Gender Competence	Standard-procedure Starting 2021	Concept written; Concept approved by the Rectorate; Trainings held (app. 10/year)	1 PM (concept)/HR Development
Evaluate the learnings of a project on digitalization in order to build knowledge on gender and the services of the Office for Gender Competence	Vice Rector Human Resources and Gender, Digital Office, Office for Gender Competence	Mid 2021 learnings will be evaluated	Study on shaping digitization in a participatory way: gender-appropriate and	0.3 PM / digital office 0,1 PM / Office for Gender Competence

			diverse finished; knowledge about gender appropriate digitization in digital office exists	
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Thematic area: Recruitment, career development of female researchers and female staff members	
Main issue(s) / Problem(s)	Too few women enrolling in studies and within the career path of academia
Goals / Priorities	<ul style="list-style-type: none"> • Target agreements with faculties (every 3 years) include at least one gender target. Gender targets are published by each faculty and checked by a measurable indicator. • A yearly monitoring report gives an actual status quo analysis of situation of men and women at TUW. • To reach at least 500 female pupils each year with programs on women and STEM. • To have one highly visible event that honours a female alumna from TUW and gives her visibility as a role model for girls and women. • To build up knowledge about the leaky pipeline at the faculties – within 2 years results of a research project shall be discussed with each dean. • To design at least 3 measures to prevent sexual harassment and conduct them until 2022.

(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
Set gender targets at the faculties (in the target agreements)	Rectorate, Deans	standard-procedure	Every 3 years: Gender targets discussed among Rectorate and Deans; published in the target agreements	No additional resources required at level of rectorate and office for gender competence -> resources for gender targets have to be allocated by faculties from their budget and workforce
Monitoring of women's careers and women's enrolment in TUW studies	Office for Gender Competence	standard-procedure	Yearly report on men and women at TUW; report presented to Rectorate and Senate, published on TUW website and in the bulletin	Creating a yearly report takes approximately 1PM; resources are available at office for gender competence
Activities to attract female pupils at various ages (Online mentoring programme, info-days, workshops, Girls day ...)	Office for Gender Competence, Vice Rector Human Resources and Gender	standard-procedure, will be adapted from time to time after evaluation of programs	Participation of female pupils; satisfaction of participants;	6PM person coordinating activities at TUW; additional resources are brought in by faculties who offer workshops for participants of the programs

Award for women ("TU Frauenpreis")	Office for Gender Competence, Vice Rector Human Resources and Gender	standard-procedure	Yearly award ceremony	0,5 PM for organizing applications, jury and ceremony event; resources are available at office for gender competence
Research on leaky pipeline of women – build knowledge at the other 7 faculties	Office for Gender Competence	2021 - 2022	Discussion took place; Recommendations were derived; Report was sent to deans; Deans attended the presentation	0,5 PM
Prevention of sexual harassment	Office for Gender Competence	2021 - 2022	Integrating the topic sexual harassment in the employee and student survey; Analysing the results; Discussing the results in a working group; Design at least 3 measures	3 PM

Thematic area: Gender Dimension in Research				
Main issue(s) / Problem(s)	Fragmentary inclusion of gender knowledge in the curricula Low level of knowledge about gender in research			
Goals / Priorities	Started during the GEECCO lifetime: <ul style="list-style-type: none"> • Including gender issues in all bachelor studies at TUW • Providing a gender knowledge base for 4 research fields • Providing information material about gender in research 			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
Increase knowledge about gender in STEM among lecturers and students (collect and/or develop resources for teaching Gender in STEM and put them at the disposal for lecturers (e-learning and e-tools), support for lecturers who want to include gender & diversity issues into their teaching)	Office for Gender Competence	09/2020 – 09/2022	Website with information about recent statistics, publications, and further materials (e.g. videos) to be used in gender studies courses, link to existing material from GenderING MINT project; advising lecturers on how to include gender & diversity issues into their teaching	6 PM, partly from office for gender competence and from vice rectorate for teaching

<p>Increase knowledge about gender in research (reports and explanatory videos on gender in 4 STEM fields, 1 explanatory video on intersectionality in research, exhibition in 9 languages)</p>	<p>Office for Gender Competence, Service Unit of Research and Transfer Support</p>	<p>03/2018 – 04/2021</p>	<p>4 research reports finished and widely disseminated; 5 explanatory videos finished and disseminated; Exhibition set up temporarily</p>	<p>12 PM</p>
<p>Advising researchers on how to integrate gender issues when they submit research proposals (EU level and national funding), communicating the results of the reports (gender in 4 STEM fields) to researchers (one-on-one consultations, events) and to TUW's Service Unit of Research and Transfer Support</p>	<p>Office for Gender Competence, Service Unit of Research and Transfer Support</p>	<p>03/2018 – 04/2021</p>	<p>advising researchers on how to integrate gender issues when they submit research proposals; integration of gender and diversity topics into regular services of TUW's Service Unit of Research and Transfer Support</p>	<p>1 PM</p>

2.2 Universitat Politècnica de Catalunya (UPC) - ES



THIRD UPC GENDER EQUALITY PLAN AND ACTION PLAN 2016-2018 & 2019-2021

3rd GEP approved by the UPC's Governing Council (2016)

Action plan and updated GEP approved by the UPC's Equality Unit (2018-2021)

INTRODUCTION

The Universitat Politècnica de Catalunya (UPC) is committed to the people of its community and to society in general. This commitment resulted in the first, second and third equal opportunity plans, approved by the University's Governing Council (Decision no. 133/2007 of 23 July 2007, approving the First Equal Opportunities Plan; Decision no. 52/2010, extending the term of the UPC's Master Plan for Equal Opportunities; Decision no. 212/2012 of the Governing Council, approving the Second UPC Equal Opportunities Plan; Decision no. 145/2016 of the Governing Council, approving the Third UPC Gender Equality Plan), which covered the periods 2007-2011, 2013-2015 and 2016-2020, respectively. Over the years, actions have been carried out under the plans and under the regulations in force (see specific legislation in Appendix).

The specific actions to be implemented within the third GEP from 2018 have been designed, and most of them developed, in the framework of the GEECCO³ project.

During the period of the first and second plans, the gender ratio in the UPC community has shown no major changes, and gender bias continues in the institution. Several socio-cultural and structural factors influence the academic careers of young women and their vocation for technology when they choose their degree and their future profession. Stereotypes associated with technology and the roles of women and men are deep-rooted in universities, businesses, families and schools, regardless of women's academic results. The lack of interest in technological subjects among young women later leads to a shortage of women professors and researchers in technical universities, and specifically at the UPC.

The aim of the 3rd Gender Equality Plan is to continue to promote gender equality, focusing on 10 strategic lines drawn up following the recommendations of the Conference of European Schools for Advanced Engineering Education and Research (CESAER),⁴ of which the UPC is a member. As a result of the participation of UPC in the GEECCO project, gender dimension in teaching has been added to one of the 10 lines of CESAER and included in this document. The strategic lines are carried through the period 2016-2021. However, to achieve greater effectiveness and precision, its objectives and actions have been subjected to review and reformulation periodically, by means of participatory processes and, mainly, in the framework of the GEECCO project.

The Gender Equality Plan included in this document contains the following:

- Strategic lines and the specific actions for 2016-2018, approved by the Governing Council as the 3rd UPC Gender Equality Plan
- Updated Gender Equality Plan, with specific actions, for 2018-2021, approved by the Gender Equality Unit and designed in the framework of the GEECCO project

³ Gender Equality in Engineering through Communication and Commitment (H2020-SwafS-2016-1, Grant agreement ID: 741128).

⁴ [Gender Equality at European Universities of Science and Technology. Cesaer Gender Equality Surveys 2014. Final Report 2015](#)

MISSION

The mission of the Third UPC Gender Equality Plan is to be the framework for the UPC's action regarding respect for gender equality in relation to the university community, and also in relation to the society that the UPC serves and is committed to. The following aims are pursued:

- To promote the social responsibility of the UPC regarding equality
- To harness the talents of women
- To make a community with a greater presence of women, one that is richer and more real
- To correct gender bias by transforming the basic reality:
 - A low percentage of women starting bachelor's degrees, especially in information and communications technology (ICT)
 - Few women in engineering at the UPC
 - Predominantly male values
- To comply with the current legal framework

GUIDING PRINCIPLES OF THE PLAN

The guiding principles of this plan are the following:

- **Open and inclusive.** It should be a shared plan, involving the schools, services and units, facilitating mutual understanding and including different visions. It should be participatory, including students, encouraging networking and using transparent communication.
- **Transformative.** The planning should be manageable, flexible, cross-cutting, practical (not theoretical), attractive and exciting.
- **Society-centred.** It should promote models and benchmarks, going beyond the issue of gender: catalysing the social return of technology with a focus for everyone (women and men).
- **Using existing references.** It should be based on benchmarking, best practices and partnerships with other actors.

STRATEGIC FRAMEWORK

This plan is the first that the UPC has developed specifically on gender (inclusion and disability were previously included in equal opportunities). It is based on 10 strategic lines, which are intended to continue beyond the 2021 timeframe, as they cover areas that require permanent or long-term action.

Strategic lines and goals of the Gender Equality Plan

1. Institutional leadership

To introduce gender policies to promote equality between men and women at the UPC.

2. Inclusion of the gender perspective in the management of human resources and teams

To ensure that the people in positions of responsibility incorporate the gender dimension in their area of activity.

3. Academic careers of women at the UPC

To contextualise barriers to academic careers of women at the UPC.

4. Attracting women and increasing number of female students in Bachelor, Master and PhD degrees

To promote the UPC's courses in secondary schools, emphasising the values involved.

5. Networking and mentoring women

To facilitate networking, mentoring, mutual learning and empowerment of women at the UPC.

6. Work-life balance

To foster work-life balance for the members of the UPC community.

7. Ensuring gender equality at the UPC

To set up safeguards to prevent sexual harassment; harassment on grounds of sex, sexual orientation, gender identity and expression; and discrimination.

8. Gender dimension in research and teaching

To foster the inclusion of the gender dimension in research projects and to promote the participation of the UPC in research projects related to gender equality. To foster and facilitate the inclusion of the gender dimension in teaching.

9. Communication for cultural change

To incorporate cross-cutting values of integration and social responsibility in the UPC's communication.

10. Monitoring and measuring the impact

To measure the impact of the actions of the Plan.

RESPONSIBILITIES AND ORGANISATION

Responsible bodies and competencies

The Vice-Rector in charge of Gender Equality is the institutional leader of gender policies at the UPC.

The Equality Committee (Decision no. 35/2016 of the Governing Council) has the following competencies:

- To promote actions of the UPC aimed at ensuring gender equality in the institution.
- To validate the proposed equality plans and, if appropriate, to submit them to the Governing Council for approval.
- To carry out the annual monitoring of the Third UPC Gender Equality Plan.

The Equality Unit (Decision no. 34/2016 of the Governing Council) has the following competencies:

- To draw up proposals for the creation and assessment of the equality plans for submission to the Equality Committee.
- To draft and propose the schedule of meetings of the Equality Committee for each academic year.
- To draw up proposals and content at the request of the Equality Committee or other bodies.
- To act urgently in cases in which it is not deemed necessary to convene the Equality Committee.
- To promote the drafting of periodic studies and reports regarding gender equality in order to determine the context for proposing specific actions and to evaluate the effectiveness of the measures.
- To promote the drafting, implementation and monitoring of any equality plans that the UPC introduces.
- To participate in national and international projects and networks.
- To coordinate and promote the actions of the UPC's units and services.

A Network of Equality Officers in each school/faculty, whose members have the following functions:

- To participate in meetings of the Working Group of Equality Officers.
- To collaborate in the actions of the Third UPC Gender Equality Plan.
- To disseminate the Third UPC Gender Equality Plan and the resulting actions in their academic units.
- To raise questions related to gender equality.
- To participate voluntarily in working groups that might arise from the Third UPC Gender Equality Plan and to act as a liaison between the schools and the general services of the UPC.

The equality officers tie the UPC's equality policies to schools, faculties and research institutes and to the whole university community.

- This group is composed of members of the direction boards of schools, faculties and research institutes who have been assigned this responsibility.

The Gender Equality Office (belonging to the Innovation and Community Bureau), which has the following competencies:

- To design policies.
- To coordinate actions.
- To develop cross-cutting projects related to sustainable management and equal opportunities.

The Working groups created to work on specific projects or programs of the GEP, which have the following function: to propose, and if necessary to reconsider, the lines of work arising from the corresponding program or project, and to analyse their impact.

ESSENTIAL RESOURCES

To carry out the Third UPC Gender Equality Plan (2016-2020), the following resources will be available:

- Annual allocation from the general budget provision of €2,000 euros.
- Costs that can be internalised by the UPC and use of available funds.
- Funds for specific projects and programs.

THIRD UPC GENDER EQUALITY PLAN – 2016-2021 WORK PLAN

ACRONYMS:

- GIC Innovation and Community Bureau
- GPAQ Quality Planning and Evaluation Office
- ICE Education Science Institute
- ICT Information and Communication Technologies
- RDI Research and Innovation Support Service
- SLT Language and Terminology Service
- VRGE Office of the vice-rector in charge of Gender Equality

Strategic line: Strengthening the institutional leadership				
Thematic area: Decision-making processes and bodies				
Main issue(s) / Problem(s)	To raise awareness among UPC members on equal opportunities			
Goals / Priorities:	To introduce gender policies to promote equality between men and women at the UPC.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To separate the areas of equality and disability at the UPC	VRGE	01/16 – 01/18	Creation of a specific Gender Equality commission and structure	0.25 PM
To create working groups to ensure mainstreaming and effectiveness of objectives and actions at the UPC.	VRGE, Equality Unit	01/16 – 01/20	Number of working groups created	0.5 PM

Strategic line: Strengthening the institutional leadership				
Thematic area: Decision-making processes and bodies				
Analyse decision-making at the university. Analyse systems for ensuring gender balance in decision bodies. To balance the presence of women and men in decision-making bodies and levels.	VRGE, Equality Unit, GEECCO	05/17-12/22	Changes in regulations. Composition of decision making bodies and number of decision making bodies with gender balance.	6 PM
To facilitate the inclusion of gender dimension in decision making (trainings and tools and guidelines).	VRGE, Equality Unit, GEECCO	01/19-12/21	Number of trainings and people attending the trainings. Guidelines created and/or disseminated for including gender in decision making.	6 PM
To use non-sexist language and gender sensitive communication at all levels of the UPC to enhance the image and communication of the institution. To facilitate the use of non-sexist language.	VRGE, SLT	01/16-12/21 (continuous task)	Valuation index of the UPC community on the neutrality of the image. Trainings on non-sexist language.	4 PM
To include gender as one criterion for external services contracts and for prizes given to societies.	VRGE, GIC	01/21-06/21	Criteria included	1 PM

Strategic line: Inclusion of the gender perspective in the management of human resources and teams				
Main issue(s) / Problem(s)	Lack of knowledge, awareness and commitment of the people in positions of responsibility towards Gender Equality			
Goals / Priorities:	To ensure that the people in positions of responsibility incorporate the gender perspective in their area of activity.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To provide tools, training and awareness-raising activities for management staff and people in positions of responsibility.	GEECCO, GIC, ICE	01/18 – 12/21	Trainings done each year. Dissemination of available tools. Awareness-raising activities (surveys, Gender Equality workshops and days, social media, etc.).	6 PM + budget for paying some trainers
To encourage the participation of management staff and people in positions of responsibility in some of the activities and projects related to Gender Equality.	VRGE, GIC	01/17 – 02/20	People in positions of responsibility (departments/schools/faculties directors; vice rectors; rector...) involved in Gender Equality commissions, groups or units.	1 PM

Strategic Line: Academic careers of women at the UPC				
Main issue(s) / Problem(s)	To ensure equal opportunities at the UPC			
Goals / Priorities	To contextualise barriers to academic careers of women at the UPC and to remove those barriers.			
Planned actions	Responsibilities	Timeline	Targets / Indicators	Resources required
To make a baseline assessment to determine the main factors involved and the barriers to academic careers of female teaching and research staff.	Academic career working group, GEECCO	01/17 – 07/20	Diagnose reports. Report on gender bias in academic staff evaluation criteria	4 PM
To carry out awareness raising campaigns among the community in order to increase knowledge and understanding of barriers to academic careers of female teaching and research staff.	VRGE, Academic career working group, GEECCO	01/17 – 12/18	Perception of the staff and researchers towards Gender Equality	1 PM
To design and implement measures aimed at removing obstacles in career progression of female teaching and research staff (include gender in the criteria for PhD grants; elaborate and disseminate a guide for including the gender dimension in staff evaluation and selection).	VRGE, Academic career working group, GEECCO	05/18 – 12/21	Number of measures implemented	3 PM + Specific budget for some measures

Strategic line: Attracting women and increasing number of female students in Bachelor, Master and PhD degrees				
Main issue(s) / Problem(s)	Gender imbalance among students			
Goals / Priorities	To promote the UPC's courses in secondary schools, emphasising the values involved. To promote the UPC's fields of knowledge in primary schools (breaking stereotypes).			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To adhere to existing initiatives for increasing the number of girls in ICT courses.	VRGE, "+ICT girls" working group	01/16 – 01/18	List of initiatives	3 PM
Awareness raising among teaching and careers staff in secondary schools on the role of ICT in society.	VRGE, "+ICT girls" working group, GIC	01/17 – 12/20	Number of activities carried out	4 PM
To design and implement a project (AQUÍ STEAM) for integrating the different activities carried out with primary and secondary schools for increasing the number of female students.	VRGE, Students Vice-Rector, GIC, Communication Service, GEECCO	01/19-12/21	Website platform for the AQUÍ STEAM project. Activities carried out within the AQUÍ STEAM program.	8 PM + Specific budget
To highlight the value of actions and projects aimed at promoting the UPC's courses in other fields (set of workshops, lectures and debate sessions on education, labour market and society under a program called "Woman and technology: a tandem for the future")	VRGE, "+ICT girls" working group	01/17 – 12/19	To increase the number of female students at ICT (and UPC)	2 PM + Specific budget
To create a database of companies interested in increasing the number of women in STEM field and to find collaboration ways with these companies.	VRGE, GIC	5/21-12/21	Companies' database	1 PM

Strategic Line: Networking and mentoring for women				
Main issue(s) / Problem(s)	Women empowerment			
Goals / Priorities	To facilitate networking, mentoring, mutual learning and empowerment of women at the UPC.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To reflect on and develop mentoring programmes between current and future female UPC students to provide advice on the choice of degree.	VRGE, T'STEAM working group, GIC	01/17 – 12/18	Number of mentoring programmes, number of participants	2 PM
To review and consolidate the M2m programme. A mentoring programme between women in businesses and/or the academic world (M) and former UPC students and students who are coming to the end of their studies at the UPC (m).	VRGE, "M2m" programme, GIC	01/17 – 12/18	Number of participants (alumni, students)	2 PM
To develop new mentoring and coaching programmes (create a UPC women network, administrative staff empowerment programme).	VRGE, GIC, Personnel office	01/19 – 12/21	Number of programs and number of participants	4 PM

Strategic Line: Work-life balance				
Main issue(s) / Problem(s)	To ensure equality of opportunities at the UPC			
Goals / Priorities	To foster work-life balance for the members of the UPC community.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To sensitise the UPC community to favour the rationalization of working hours	VRGE, “Working hours“ working group, GIC	01/16-12/18	Work balance Perception of the staff and researchers (survey)	1 PM
To adopt concrete measures regarding the organisation of working hours and lecture hours (timetables) to promote work-life balance of teaching and research staff, administrative staff and students and increase people’s work efficiency and health.	VRGE, “Working hours“ working group, GEECCO, GIC	01/19-12/21	Number of measures implemented	3 PM

Strategic line: Ensuring gender equality at the UPC				
Main issue(s) / Problem(s)	To ensure equality of opportunities at the UPC			
Goals / Priorities	To set up safeguards to prevent sexual harassment; harassment on grounds of sex, sexual orientation, gender identity and expression; and discrimination.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To draft and disseminate manuals, guidelines and protocols to ensure equality. To design an online educational material project on harassment on the grounds of sex, sexual orientation and gender identity	GIC, Office of the General Manager, Network of Equality Officers, Students’	01/17-12/20	Number of documents written and disseminated.	4 PM + Specific budget

Strategic line: Ensuring gender equality at the UPC				
and make it available to the UPC community. Design online awareness material and practical tools for people who have to pay attention to cases. Review sexual harassment protocol for students. Implement a clause in the educational cooperation agreements (on the knowledge of tolerance 0 of UPC towards harassment).	Union, Gender Equality Unit		Number of people following the trainings.	

Strategic line: Gender dimension in research and teaching				
Main issue(s) / Problem(s)	Gender dimension in research and teaching			
Goals / Priorities	To foster the inclusion of the gender dimension in research projects and to promote the participation of the UPC in research projects related to gender equality. To foster and facilitate the inclusion of the gender dimension in teaching.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To submit projects to H2020 calls on gender equality.	RDI, GIOPACT research group	01/16-12/21 (at least two proposals in two different years)	Number of proposals submitted	3 PM
To facilitate the inclusion of the gender dimension in all research projects carried out at the UPC (trainings, tools and guidelines).	RDI, GEECCO, ICE	01/18-12/21	Trainings and workshops on gender and research. Tools and guidelines	3 PM

Strategic line: Gender dimension in research and teaching				
			disseminated to researchers.	
To facilitate the inclusion of the gender dimension in teaching. To design and implement a pilot project for including gender dimension in teaching. To elaborate a good practice guideline for including gender dimension in teaching at UPC courses. To offer a permanent training to academic staff (once a year). To appoint a coordinator for including gender dimension in UPC teaching. To include a gender competence in all UPC BA and MSc.	GIC, GEECCO, ICE	01/19-12/21	Trainings. Courses including gender dimension in teaching. Guideline for including gender dimension in UPC courses.	5 PM + Specific budget for trainings

Strategic line: Communication for cultural change				
Main issue(s) / Problem(s)	To raise awareness among UPC members on equal opportunities			
Goals / Priorities	To include cross-cutting values of integration and social responsibility in the UPC's communication.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To plan institutional communication actions on equality annually. To increase the use of social networks.	GIC, Communication Service, Network of Equality Officers, GEECCO, Equality Unit	01/17 – 12/21	Number of actions. Social network activity.	2 PM

Strategic line: Communication for cultural change				
To disseminate external social awareness initiatives among the community.	GIC, Communication Service, Network of Equality Officers, Equality Unit	01/17 – 12/21	Number of initiatives	1 PM
To give more visibility to women at UPC. To create the annual UPC Women Week with activities in different schools and faculties (exhibitions, lectures, round tables, debates, etc.)	VRGE, Network of Equality Officers, Equality Unit	05/19-12/21	Number of women in relevant events. Number of activities organized within the annual UPC women weeks of 2020 and 2021.	2 PM

Strategic line: Monitoring and Sustainability				
Main issue(s) / Problem(s)	To ensure equality of opportunities at the UPC			
Goals / Priorities	To measure the impact of the actions of the Third UPC Gender Equality Plan. To prepare the 4 th Gender Equality Plan.			
(Planned) actions / activities	Responsibilities	Timeline	Targets / Indicators	Resources required
To draft the Monitoring Report of the Third UPC Gender Equality Plan and to disseminate it to the community.	VRGE, GIC, working groups leaders, GEECCO	01/18 – 12/20	Monitoring reports. Gender Equality Plan dissemination events	0.5 PM
To create an observatory for gender equality (indicators on gender equality at UPC)	GIC, GPAQ, Equality Unit	01/19-02/20	Gender Equality observatory in the Gender Equality website.	6 PM

Strategic line: Monitoring and Sustainability				
To create a working group (strategic group) for defining the strategic lines and goals of the 4 th GEP	VRGE, GIC	01/21	Decision approved by the UPC Governing Council	0.1 PM
To analyse the results and the report of the Third UPC Gender Equality Plan	VRGE, GIC	01/21-03/21	Equality Unit and Committee and Equality officers meeting and minutes	0.5 PM
To identify new strategic lines and priorities and to design the 4 th GEP	VRGE, GIC, Strategic working group, Gender Equality Unit	03/21-06/21	Equality Unit and Committee and Equality officers meeting and minutes	2 PM

APPENDIX. SPECIFIC LEGISLATION

Universitat Politècnica de Catalunya

The Statutes of the Universitat Politècnica de Catalunya. Equality and social responsibility are dealt with in Article 5 (Informing principles), point 5.5, “University activity at the Universitat Politècnica de Catalunya shall be based on the principles of freedom, democracy, equality and solidarity, and on respect for ideological diversity. The University shall ensure that these principles are effective.” and in point 5.6, “The Universitat Politècnica de Catalunya shall promote social responsibility, education in values, and the search for excellence in teaching, research, transfer of research results and management, and it shall require responsibility of all its members.” They are also dealt with in Article 6, (Equal opportunities between women and men), “The University shall guarantee equal opportunities between women and men in all areas of the University and the right to non-sexist treatment. It shall also promote a balanced presence in collegial bodies and staff recruitment committees.” Finally, it is dealt with in the additional provision 2 (The Equality Unit).

Autonomous Community

Law 17/2015, of 21 July, on equality between women and men (Official Gazette of the Catalan Government 6919, 23 July 2015).

Law 1/2014, of 10 October, to ensure the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homophobia and transphobia (Article 13, Universities).

Spanish State

Law 3/2007 of 22 March, on effective equality between women and men.

The Organic Law on Universities (Official Gazette of the Spanish Government 89, 13 April 2007), which states that equal treatment of women and men and equal opportunities are values that universities must incorporate in their structure and functioning. Additional provision 12 (Equality Units) of the Organic Law amending the Organic Law on Universities, states that universities must have equality units in their organisational structures to carry out functions related to the principle of equality between women and men.

2.3 University of Reggio Calabria (UniRC) - IT



Gender Equality Plan for the three-year period 2021-2023

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6 Working Group and Acknowledgements

1. Introduction

The Gender Equality Plan (hereinafter referred to as “GEP”) is one of the main actions of the “Gender Equality in Engineering through Communication and Commitment” (GEECCO) project, funded by the European⁵ Union’s Horizon 2020 research and innovation program (Grant Agreement No 741128).

This plan is an instrument the University Mediterranea of Reggio Calabria (UNIRC) intends to equip itself with in order to promote gender equality aimed at guaranteeing to every individual, by combating any form of discrimination, equal conditions for participation in academic life and for the acquisition of tools useful for integration into economic, political and social life, regardless of gender, religion and belief, race and ethnic origin, disability, age, sexual orientation.

The University Mediterranea of Reggio Calabria supports the formulation of the Gender Equality Plan also as a measure of implementation of Agenda 2030, proposed by the General Assembly of the United Nations, in order to contribute to the realization of sustainable development at a global level.

Specific references to the above are also given in the Statute of the University Mediterranea⁶, which in Article 2, states that it promotes among the fundamental values “actions that promote the overcoming of all forms of discrimination”. Furthermore, in the Code of Ethics⁷ of the University Mediterranea, Article 2.1 states that “In accordance with the requirements of the Charter of Fundamental Rights of the European Union and the Italian Constitution, the University Mediterranea rejects any form of discrimination, direct or indirect, founded on sex, race, skin colour, ethnic or social origin, language, religion, personal belief, political opinions, membership of a national minority, heritage, birth, disability, age or sexual orientation.”

With a view to equal opportunities, the GEP aims to promote through the proposed activities, working well-being, the reconciliation of private and working life, the optimization of human resources for the achievement of the objectives of the University’s strategic planning, participation in the activities of all university staff (academic and administrative) enhancing their specific skills.

This document is the result of an in-depth process of analysis, discussion, evaluation and review carried out at the University Mediterranea of Reggio Calabria with the main actors who will be involved in the implementation of the GEP.

It is important to emphasize that both the national legislation and the preliminary indications contained in the Triennial Plan of Positive Actions have been taken into account in the design of the actions included in the GEP.

⁵www.geecco.unirc.it

⁶http://www.unirc.it/documentazione/media/files/studenti/Statuto_pubblicazione_sito_18_11_2013.pdf

⁷https://www.unirc.it/documentazione/allegati_news/att_2011072850449_8947.pdf

The GEP will be periodically updated every three years, it will not replace the Triennial Plan of Positive Actions but will complement it to strengthen or add new actions in order to achieve the objective of gender equality within our institution and ensure the long-term sustainability of gender equality actions.

This GEP is in line with the principles of the Charter of Fundamental Rights of the European Union and the Italian Constitution as well as with:

- The statutes of the Mediterranea;
- The Code of Ethics of the Mediterranea;
- The Code of Conduct of Public Administration Staff (D.M. 28 November 2000).

The main challenges related to the achievement of objectives in the gender perspective have been identified at the Mediterranea also thanks to the drafting of the Gender Budgets prepared by the CUG (Unique Guarantee Committee) from 2015 to today, and the meetings with the management of the university.

The implementation of the three-year GEP will be supported by the CUG with equal opportunities and mobbing skills, renewed by the Mediterranea in May 2020. In detail the CUG:

- Proposes action plans for the implementation of the European directives on equal treatment at the workplace
- Promotes initiatives aimed at implementing actions in the field of reconciliation between private and labour lives
- Promote studies and climate surveys useful for the prevention, preparation and elimination of discrepancies
- Promotes well-being at work and in the university environment in the broad sense
- Protects disadvantaged groups and groups
- Performs verification and monitoring tasks

Finally, the support of decision-making bodies which have the important task of preserving the principles of equal opportunities and their application in the ordinary management of academic life is essential for the achievement of the objectives of this GEP.

Challenges for the Promotion of Equal Opportunities

Equal opportunities are equal treatment for people in the fields of work, training and education, access to goods and services in general. Equal treatment means the absence of any direct or indirect discrimination based on gender, ethnicity, religious belief or belief, disability, age or sexual orientation. The promotion of the principles of equal opportunities is an instrument for preventing and combating all forms of violence (physical and psychological).

In order to achieve this, cultural dissemination of the concept of equal opportunities is important, starting from the regulatory aspects (e.g. provisions of the Constitutional Charter which have the greatest impact on equality and equal opportunities; Article 51 of the Constitution, whose recent amendment makes it possible to address in innovative terms the

problem of equal opportunities in democratic representation; national legislation on equal opportunities, with particular reference to the latest measures that have addressed the issue directly or indirectly, such as the Code of Equal Opportunities; single guarantee committees, etc.). In this regard, already in 2011 the CRUI (Conference of the Rectors of the Italian Universities) presented a motion on equal opportunities expressing "*unanimous the strong hope that in the work of the commissions for the preparation of the university statutes not only take due account of the provisions of law n.240/2010, art. 2, paragraph 1, lit. I in the matter of "prevision, in the appointment of the members of the Board of Directors, of the observance of the constitutional principle of equal opportunities"*"⁸. More recently, on 30 January 2018 a Memorandum of Understanding was signed between the National Council of Equality and MIUR (Ministry of Education, University and Research) to confirm the common commitment to "*combating gender inequalities and stereotypes that, even today, influence training paths, access to the labour market and careers of women and young people, continuing to foster discrimination in the world of work.[...] with the aim of raising awareness on the issue of equal opportunities, especially young people, as well as teachers and families. The Protocol shall last for three years and shall establish a Joint Committee to deal with the management aspects of the Protocol.*"⁹

Specific actions (which will be monitored, corrected and revised in order to achieve the objective) must be provided for in order to carry out specific actions to promote gender culture.

To this end, at the end of the process of analysis, discussion, evaluation and review carried out at the University Mediterranea of Reggio Calabria, some objectives to be achieved through the implementation of this GEP have been identified. In particular, four main areas of action have been identified and, for each of them, the specific objectives to be achieved. The implementation of all the actions identified to achieve the above objectives represent the challenges our University is called upon.

In detail, the areas of action identified by the GEP are:

- Decision-making Bodies and Human Resources
- Career Progress
- The gender Dimension in Research and Teaching
- Gender Culture

2. Areas of intervention

This section describes the main lines of action of the Mediterranea GEP.

2.1 Line of intervention A: Decision-Making Bodies and Human Resources

As documented by several studies carried out by some Italian universities (e.g., the University of Ferrara, Reggio Emilia and Modena, Foggia and Udine) and also by the European institutions

⁸<https://www2.crui.it/HomePage.aspx?ref=1974>

⁹<https://www.lavoro.gov.it/priorita/Pagine/Protocollo-Intesa-tra-Consigliera-Nazionale-Parita-e-MIUR.aspx>

(e.g. Directorate General for Research and Innovation – Unit B.7 Science with and for Society), in the Italian universities there is a significant gender imbalance in decision-making bodies.

As early as 2004, studies and research and funding programs implemented by the European Commission underline the negative effects of a non-homogeneous gender distribution in knowledge generation processes and scientific institutions. In addition, it has been highlighted as the under-representation of women in top positions and leadership does not facilitate young women to develop higher aspirations.

As suggested by the European policy guidelines and the results of some studies, to pursue the objective of ensuring equal representation of genders in organizations allows to obtain positive effects ranging from improving overall results and performance to creating a more sustainable and hospitable working environment from the point of view of social relations.

In this context, the commitment and example of universities can be decisive not only locally but also nationally, given their role as institutions for scientific research and cultural promotion.

In the light of the above, also for the University Mediterranea, where the existence of gender imbalance in decision-making bodies and in general in the various academic roles has been verified in the context of the activities carried out for the drafting of the Gender Budgets for the five-year period 2015-2020, it is desirable to initiate actions aimed at promoting gender rebalancing in decision-making bodies at the various academic levels, starting with the identification of criteria implementing the statutory norms and regulations in force at the Mediterranea, with a view to achieving the most effective principles and regulations in force at the Mediterranea.

Among the most common actions taken at international level to promote gender rebalancing in universities include institutional communication to give greater visibility to under-represented components, support for applications for top positions at different levels, application of the principle of alternating posts to enable all academic components to contribute to the development of the institution with its own competences and capabilities.

All this fits into a more general context of the entire university community, including the student component, for which the Mediterranea commits itself to listening, evaluating and working to ensure a peaceful and profitable work and study environment respecting every gender difference.

With this in mind, specific actions are envisaged (which will be monitored, corrected and revised over the three-year period indicated in order to achieve the objective of gender rebalancing).

2.1.1 Objective A.1: Long-term sustainability of the GEP

One of the main challenges for supporting the process of structural change towards gender equality is the long-term sustainability of the actions included in this GEP at the end of the three-year period 2021-2023, which constitutes its period of operation. To ensure that after this period the most important actions continue to have the support of the University's Governance, it is necessary to institutionalize them through the formulation of a programming document that will be transposed into the Triennial Plan of Positive Actions of the University, in the phase of completion by the CUG.

2.1.2 Objective A.2: Equal Representation

Identification of specificities that do not allow equal representation with respect to the composition of the academic community. In particular, communication activities (either within the University or on the Web or through press releases) aimed at giving visibility to the initiatives and results of the least represented components can contribute to creating a more productive and stimulating working environment for all academic and administrative staff, while encouraging the participation of all student components in the activities of the University.

2.1.3 Objective A.3: Equal Visibility

Identification of specificities that do not allow equal visibility with respect to the composition of the academic community. In particular, communication activities (either within the University or on the Web or through press releases) aimed at giving greater visibility to the initiatives and results of the least represented components can contribute to creating a more productive and stimulating working environment for all academic and administrative staff, while encouraging the participation of all student components in the activities of the University.

2.1.4 Objective A.4: Reconciliation between Work and Private Life

The efficiency and effectiveness of administrative action and productivity necessarily go through the improvement of work organization. A working environment geared to the well-being of workers and workers is, in fact, an essential element in order to guarantee the best contribution in terms of both productivity and affection for work. A working environment capable of guaranteeing equal opportunities, health and safety is essential in order to achieve a greater contribution from workers and workers, both in terms of productivity and membership. In this context, this administration is committed to supporting the reconciliation of work and private life.

2.1.5 Objective A.5: Coordination of Equal Opportunities

The existence of multiple operators active in the field of gender equality or equal opportunities active at the Mediterranea is not always known to everyone within the institution as it should be, and there is not always effective coordination between all the various committees/resources. It is therefore necessary to increase the visibility of these operators at the Mediterranea and to promote the coordination of their activities in order to avoid unnecessary overlaps and enhance the effectiveness of their service.

2.1.6 Objective A.6: Long-term monitoring of gender equality

In order to facilitate quantitative analysis of gender disaggregated data and to identify possible critical conditions and weaknesses, and to assess the effectiveness of gender-related measures, it is important to have a system for collecting and monitoring gender equality data. The analysis of the current situation in terms of gender dimensions should be repeated periodically in order

to verify the evolving scenario and possibly change the direction of actions taken to achieve gender equality.

2.1.7 Objective A.7: Office for “Administrative and Organizational Support for Equal Opportunities”

The Mediterranea established in 2020 the office for the “Administrative and Organizational Support for Equal Opportunities” under the coordination of the vice Rector pro-tempore for equal opportunities. The Mediterranea is aware of the importance of such an office and of the necessary strengthening of its activity in achieving gender equality objectives.

2.1.8 Objective A.8: Dissemination of “Best Practices” for Decisional Level Gender Balance

It is important that the institutional bodies are always aware of the best practices that other Italian universities carry out in the field of gender balance. Knowledge improves the processes of awareness, analysis, emulation and improvement of the actions undertaken and to be undertaken as far as decision-makers are competent in terms of gender equality.

2.2 Line of intervention B: Career Advancements

According to MIUR data on academic position in the national context (December 2016), women are on average about 22 % in the first-tier level while, considering all levels of academic career (researcher, full professor, professor), the percentage, always on average, is about 37 %. Taking into account the STEM disciplines alone (Science, Technology, Engineering and Mathematics), these percentages, in particular with regard to the first-tier level, range from 9 % to 16 % in the different Scientific Sectors (SSDs).

These figures are contrasted with those relating to the percentage of graduates (about 40 %) and graduates (about 60 %), which do not justify the subsequent apparent imbalance in academic careers.

According to several studies (e.g. University of Trento and University of Bologna) the abandonment of the scientific career by women would be linked to a working environment that in addition to being unbalanced at the beginning with respect to the gender (providing therefore less opportunities for the creation of relational and social networks) is also unwilling to provide the right support, in particular because women far more than men find themselves having to reconcile work and family commitments.

The statistics compiled for the University Mediterranea do not show substantial differences with what has been found at national level. The percentage of women in the first tier for the University is equal to 20 % on average (6 % in the Engineering area, 9 % in the Agricultural area, 13 % in the Law, Economics and Human Sciences area, with the exception of the Architecture area where there is 50 %), while for the student body and the research doctorates there is a percentage of about 30 % for the areas of Agriculture and Engineering, with the exception of the area of Architecture where there is about 60 % for the economy, the total area is 50 %. All the

data mentioned are given in the reports on the Gender Budget drawn up for the five-year period 2015-2019.¹⁰

2.2.1 Objective B.1: Enhancing and Promoting Research

To encourage the beginning and continuation of academic careers for those at the Mediterranea who are in a numerical minority (from the data given in the abovementioned reports on the Gender Budgets drawn up for the five-year period 2015-2019, in almost all departments of the Mediterranea women researchers/teachers are in a minority compared to their male colleagues) it is appropriate to support and disseminate the results of research conducted by academic staff belonging to these categories, in particular when internationally recognized and/or published in authoritative journals, also encouraging participation in conferences and seminars organized at the University, preferably with equally represented speakers and rapporteurs. These opportunities should be considered more closely if they relate to younger subjects working in research doctorates and departmental research groups.

Objective B.2: Valorisation and Promoting Activities Relative to Research Projects

Internal investigations have shown that in the context of the projects still few researchers who propose themselves as Principal Investigator or as Project Research Unit Managers. Several causes may be at the origin of this, for example: a small number of professors and leaders of research groups within academic institutions and departments or the difficulty of reconciling work and private life. It is therefore important, on the one hand, to enhance activities related to research projects involving women in the role of Principal Investigator or as Project Research Unit Managers and, on the other hand, to promote their participation in these roles, with particular attention to young researchers. Finally, with the same scientific content, preference should be given to research projects with an equal composition of the working group.

2.2.2 Objective B.3: Access to Academic and Working Positions

The University Mediterranea of Reggio Calabria is actively committed to ensuring equal opportunities by avoiding asymmetries in the evaluation processes for access to the academic and employment positions of its competence (progress of careers of teaching staff, contracts and research grants, fixed-term employment contracts of the PTA, etc.). To this end, the Mediterranea reiterates, in accordance with the Code of Ethics of the University of Reggio Calabria (approved by Rector's Decree No. 204 of 27/07/2011), to work and ensure that the members of the committees for the selection of staff evaluate the capacities of the candidates without applying a different treatment on the basis of sex, race, color of the skin, ethnic or social origin, language, religion, personal beliefs, political opinions, membership of a national minority, heritage, birth, disability, sexual age and orientation.

¹⁰<https://www.unirc.it/ateneo/cug-archivio.php>

2.3 Line of intervention C: Gender Size in Research and Teaching

The introduction of the gender dimension in research and teaching (R&T) is positively considered and encouraged by this institution and incorporated into the objectives of the University Strategic Plan 2020-2022.

In particular, the conduct of a research activity should consider, where relevant, how many and which aspects of the topic are dependent on the specific characteristics of the user. Therefore, when preparing the research program, care must be taken to ensure that it does not conceal involuntary prejudice, such as assuming that certain functions are prerogatives of a kind or underestimating the impact of a specific group on extrapolating research results. Indeed, if the sample is not representative of the actual population, the results are distorted and the practical application of the research results will create a further distortion in society.

In their research it is important that every academic at this university uses a language respectful of differences, as reported in the document "*Indications for a use of language respectful of differences*"¹¹, adopted by the Mediterranea University of Reggio Calabria with D.R. n. 352 of 21/12/2018 and in force since that date. It should be noted that the recommendations set out in the abovementioned document are also expressly indicated in the guidelines to authors for the submission of scientific articles by many journals in the STEM area.

On the introduction of the gender dimension in didactics it is easy to emphasize that the development of a society without conditioning and prejudice lies primarily in the training that pupils receive. The Mediterranea is aware of its role and the importance of providing adequate training activities in this area as well.

To this end, in carrying out teaching activities, the teacher should pay attention to the fact that the audience is made up of individuals whose social models of reference (e.g. men and women) are different. Therefore, examples always declined according to one of the two genders (typically masculine) can provide a distorted perception of the relationship between the contents of the discipline and application fields. In disciplines where the female presence among teaching staff is typically rather low, this can cause further distortion by providing the perception that the area, this is generally usual in STEM disciplines, is almost exclusively male.

The effects of such a perception are multiple: professional repercussions (e.g., incorrect design with respect to the end user's perspective), loss of resources (e.g., reduction of enrolment of students who perceive certain areas as "male"), impacts on society (e.g. training of people who in turn will perpetuate a distorted model that will not take into account, if not marginally, the perspective of the end user).

Therefore, the benefits of a training that considers the gender and in which, as for research, each teacher uses a language respectful of the differences during the performance of the educational activities, as reported in the document "*Indications for a use of language respectful of differences*" mentioned above.

¹¹[Http://www.geecco.unirc.it/images/Linee_guida_uso_linguaggio_Unirc.pdf](http://www.geecco.unirc.it/images/Linee_guida_uso_linguaggio_Unirc.pdf)

2.3.1 Objective C.1: Promotion of Gender Size in R&T

The University Mediterranea of Reggio Calabria is actively involved in the introduction of the gender dimension in R&T areas, promoting forms of self-assessment of the contents of their research and teaching courses by teachers, researchers and researchers, always respecting the prerogatives guaranteed to them by our constitution and the regulatory framework in force.

2.4 Line of intervention D: Gender Culture

Universities are the venue for creation, transmission and dissemination of knowledge and therefore represent important models of reference for society, playing not only a fundamental role in the cultural and civic formation of the young generations, but also more generally in the transmission of a culture that educates respect for the values of equality and contrasts discrimination in all forms.

Communication is one of the areas in which gender stereotypes and prejudices can be produced and conveyed, consciously or unconsciously. Communication in all its forms (audio-visual, iconic, verbal, gestural) can contribute to consolidating or exasperating imbalances already present in society, but it can also contribute positively to changing and countering stereotypes and customs.

Starting from these assumptions, and recognizing the important educational role that the university, as a place of culture and knowledge, plays at various levels, the University Mediterranea of Reggio Calabria intends to promote in the various areas of the daily life of the academic community (events, administrative texts, communications) a use of the Italian language respectful of all differences, transversal to all gender. At the same time, together with the careful use of language, it promotes the use of balanced and representative images of all the different components that contribute to forming a free, open and inclusive academic community.

2.4.1 Objective D.1: Gender Language

The Mediterranea through the document "*Indications for a use of language respectful of differences*"¹², adopted by the University Mediterranea of Reggio Calabria with D.R. n. 352 of 21/12/2018 and in force since that date, has adopted the European indications contained in Directive EU/54/2006 and in the guidelines "Gender neutrality in the language used to the European Parliament, 2008", where it is recommended to "avoid the use of terms that imply the superiority of one sex on the other, and in the same way that the role of one sex on the other has the right to have the right to have the right to play a role in the same way, and in order to avoid the use of terms that imply the superiority of one sex in Reggio Calabria with D.R. n. 352 of 21/12/2018 and in force since that date. However, gender-neutral communication is a fundamental requirement even when communication is expressed in other forms such as visual and iconic forms. The Mediterranea is committed to combating all forms of discrimination including those of written and visual communication.

¹²[Http://www.geecco.unirc.it/images/Linee_guida_uso_linguaggio_Unirc.pdf](http://www.geecco.unirc.it/images/Linee_guida_uso_linguaggio_Unirc.pdf)

2.4.2 Objective D.2: Awareness

There is often a widespread lack of awareness of the existence of gender imbalances, and of situations of discomfort within the university .In addition, there is limited knowledge of the initiatives/events carried out or ongoing in the field of gender equality within the University, so that greater coordination is needed within the university in order to reach as many recipients as possible by facilitating access to information on the activities organized and promoted by the University on the protection of equality, inclusion and non-discrimination.

3. Gender Equality Strategy: Areas of Intervention and Objectives

The strategy for gender equality that the Mediterranea intends to pursue in order to address the challenges is based on the identification of the main lines of action described in the previous section, namely:

- Decision-making Bodies and Human Resources;
- Career Progress;
- The Gender Dimension in Research and Teaching;
- Gender Culture.

The benefits of the actions envisaged in this plan will come from the whole of the Mediterranea community if they are carried out at the level of the committees active at the Mediterranea, its departments or the university in its entirety.

Table 3.1 below presents a summary of the main objectives aiming at addressing each of the challenges described in the previous section with the actions proposed to address these challenges and which will be described in detail in the next section.

A	Decision-making Bodies and Human Resources
A.1	Decision-making Bodies and Human Resources <i>Inclusion of the GEP in the Triennial Plan of Positive Actions of the Mediterranea</i>
	Equal Representativeness
A.2	<i>Identification of Specificities Preventing the Equal Representativeness of Gender at Various Decision Levels</i> Strengthening Coordination Services on Equal Opportunities
A.3	Equal Visibility <i>Identification of Specificities Preventing Equal Visibility of Gender</i>
A.4	Reconciliation of Work and Private Life <i>Flexibility of work</i>
A.5	Coordination of Equal Opportunities <i>Coordination Committee for Equal Opportunities</i>
A.6	Long-term Monitoring of Gender Equality <i>Gender Budgets</i>
A.7	Office for "Administrative and Organizational Support for Activities for Equal Opportunities" <i>Strengthening of the Office</i>
A.8	Dissemination of "Best Practices" for Level Gender Balance Decision <i>Report "Best Practices"</i>
B	Advancements of Career
	Enhancing Research Activities <i>Research Training</i>
B.1	<i>Virtual Office for Research</i> <i>Catalogue of Research and Projects (Common to Actions B1 and B2)</i> <i>Catalogo delle Ricerche</i>
	Valorization and Promoting Activities Relative to Projects of Research
B.2	<i>Encouraging Participation as Principal Investigator, Responsible for Research Units in Projects and Team Composition</i> <i>Virtual Office for Projects</i>
B.3	Access to Academic and Working Positions <i>Guidelines and Training for Commissions for Access to Work Positions</i>
C	Gender Size in Research and Teaching
C.1	Promotion of Gender Size in R&T <i>Guidelines and Training for Research and Teaching</i>
D	Gender Culture
D.1	Gender Language <i>Seminar on Gender Communication</i>
	Awareness <i>Questionnaire on Equal Opportunities Perception</i>
D.2	<i>Collaboration with Delegates for Equal Opportunities of the Italian Universities</i> <i>Contrast to Gender Stereotypes in STEM Disciplines</i> <i>Seminar on Equal Opportunities</i>

Table 3.1

4. Action Plan

In this section is given in detail the GEP of the Mediterranea. For each of the previously identified objectives, one or more actions, formulated in generic terms, are described to achieve the targets set, the timing and the responsible units/stakeholders.

The effectiveness of each action of this GEP should be assessed in relation to its ability to meet the intended purposes and may be subject to review even before the end of this GEP if it is necessary to achieve the objective set, or if the same action is no longer necessary for the intended purpose. These revision proposals may be made on the basis of the results achieved and on the basis of opinions, advice, observations, suggestions from active and passive actors (i.e., performers and beneficiaries). The CUG will coordinate any process of reviewing the actions with a view to maintaining the gender equality objectives underlying the GEP. For this purpose, the CUG may also avail itself of external collaborators to the Committee.

4.1 Line of intervention A: Decision-Making Bodies and Human Resources

4.1.1 Objective A.1: Long-term sustainability of the GEP

Action A.1.1: Inclusion of the GEP in the Mediterranea three-year plan of positive actions

Description: The action aims to incorporate the objectives of gender equality within the first Triennial Plan of Positive Actions¹³ whose proposal is entrusted to the CUG of the University Mediterranea (Directive PCM N. 2/2019) to the approval of the decision-making bodies. The general objectives of the actions are:

- Ensuring equal opportunities in access to employment, career progression, working life, vocational training and mobility;
- Promoting organizational well-being and better organisation of work that promotes a balance between working time and private life;
- Promoting gender culture and respect for the principle of non-discrimination within the University
- This three-year positive action plan is updated annually, monitoring and verification of its implementation is primarily entrusted to the Single Guarantee Committee (Annual Report).

Timing:

- M01-M36 (i.e. all three years of the GEP cycle):
 - M01-M12 (year 1): Monitoring and report
 - M18-M24 (year 2): Monitoring and report

¹³ Three Year Plan of Positive Actions is the official document issued by each Italian University every three years and includes actions to promote culture and equal opportunities policies.

- M30-M36 (year 3): Monitoring of the results, report and formulation (M36) of the proposal for the inclusion of actions considered most useful and effective in the First Plan of Positive Actions

Actors involved:

- CUG with the possible collaboration of other structured staff of the University.

4.1.2 Objective A.2: Equal Representation

Action A.2.1: Identification of Specificities Preventing the Equal Representation of Gender to Different Decision Levels

Description: Identification of criticalities of gender representativeness at the different decision-making levels, with respect to the composition of the academic community, on the basis of the data and statistics produced annually. The purpose of this action is to identify, explain and propose to decision-making bodies suitable criteria/modality, if not clearly defined, for the appointment/election of members who, by Statute, are chosen/elected “in compliance with the constitutional principle of equal opportunities” (Articles 16, 19, 21 of the Statute of the University), including the possibility of the provision of the provisions of Article 19 paragraph b which states “according to the general regulations of the University which must provide for a single vote in addition to a single vote, a separate double vote”.

Timing:

- M09-M12: Analysis of the procedures currently adopted
- M13-M15: Illustration to decision-making bodies of criteria/modality for the appointment/election of members that are chosen/elected by statute

Actors involved:

- Bodies of University, Governance, Departments, vice Rector for Equal Opportunities with the possible collaboration of the CUG or other structured staff of the University

Action A.2.2: Strengthening Coordination Services on Equal Opportunities

Description: The Departments of the Mediterranea have always paid significant attention to gender culture and, with this in mind, they have long been equipped with their own vice Rectors for Equal Opportunities who work and collaborate with their Directors of the Department for Gender Issues and provide direct feedback on gender equality at local level. In order to coordinate the activities of Equal Opportunities between the University and the Departments, it is intended to establish a Guide Committee for Equal Opportunities composed of all vice Rectors for Equal Opportunities of the Mediterranea Departments coordinated by the vice Rector for Equal Opportunities of the University. In particular, in addition to the coordination of equal opportunities actions, it will work to facilitate the integration of the gender perspective into the University Government, to remove the causes that in fact hinder departmental level a homogeneous representativeness of the members of the academic community at different levels.

Timing:

- M01-M36

Actors involved:

- University bodies, Governance, Vice Rector for Equal Opportunities of the University, Delegates for Equal Opportunities of Departments, Office for “Administrative and Organizational Support to Equal Opportunities Activities”.

4.1.3 Objective A.3: Equal Visibility**Action A.3.1: Identification of Specificities Preventing the Equal Visibility of Gender**

Description: Identification of specificities that do not allow equal representation with respect to the composition of the academic community. In particular, communication activities (both within the University, and more specifically in the Departments, on the Web or through press releases) aimed at giving visibility to the initiatives and results of the less represented components. This action can help to create a more productive and stimulating working environment for all academic and administrative staff, while at the same time encouraging the participation of all members of the University community.

Timing:

- M01-M36

Actors involved:

- Delegates of Directors of Departments, Delegates of Departments for Communication, University Communication Service

4.1.4 Objective A.4: Reconciliation between Work and Private Life**Action A.4.1: Flexibility of work**

Description: The Mediterranean is committed to improve the organization of work based on the well-being of workers and to support the reconciliation of work and private life. Recent events caused by the COVID-19 pandemic have forced the need to apply large-scale teleworking (or smart working) to academic staff and technical and administrative personnel. Although direct human relations are irreplaceable and non-technologically substituted in the performance of their training and research missions, there may be cases where forms of partial or total teleworking can be adopted to meet the need for reconciliation between work and private life. However, at present it has not yet been possible to assess the productivity, efficiency and effectiveness of administrative and academic action “post facto”. It is therefore necessary to evaluate the results of the administrative and academic action carried out in smart working mode that characterize the phase after the lock-down *period*. To this end, a committee shall be set up to acquire analytical elements for the monitoring of the effects of smart working at the Mediterranean, and to enable decision-making bodies to make appropriate assessments and decisions in terms of labour flexibility.

Timing:

- M13-M24

Actors involved:

- Delegate of the Rector, Delegate of the Administrative Director, Delegate of the CUG, Human Resources Area

4.1.5 Objective A.5: Coordination of Equal Opportunities**Action A.5.1: Coordination Committee for Equal Opportunities**

Description: The existence of several subjects (Departments, Committees, Bodies, Associations and Working Groups in Projects) that work in the field of gender equality, in the absence of coordination, can cause unnecessary overlaps with loss of resources and effectiveness of the actions themselves. In order to strengthen the overall action of the Mediterranea, an “internal network” will be developed, coordinated by a designated office that will act as a link between all those involved in various ways in the Mediterranea, in order to avoid overlaps of equality actions, identify possible joint actions and increase awareness of the actions and initiatives undertaken in the field of equality both within the Mediterranea community and outside the Mediterranea. Stakeholders will meet every six months at least.

Timing:

- M06-M36

Actors involved:

- Representative of the Delegates/Parties Delegate Committee and representatives of the various Committees, Evaluation board, Bodies, Associations and Working Groups in Projects

4.1.6 Objective A.6: Long-term monitoring of gender equality**Action A.6.1: Gender Budgets**

Description: The presence of a system of aggregated indicators for gender equality makes it possible to facilitate monitoring and evaluation of the implementation of GEP and the evolution of gender policies over time, including through aggregated statistical indicators. To this end, in accordance with the national guidelines, data, broken down by gender, will be collected and analyzed to monitor the current situation and its evolution over time. The data collected will cover the female and male presence in the different roles/level of staff and the student population. The results of the analysis of the data presented also through the use of tables and graphs will be part of a report (Gender Budgeting) prepared by a Coordination Group and which will be published periodically (annually) on the institutional website of the Mediterranea and submitted to the decision-making bodies of the university. Through this report the decision-making bodies will be informed of the actual situation in terms of gender equality and will be able to observe the effectiveness and long-term effects of the choices over the years.

Timing:

- M01-M36:
 - M06: Gender Budget 2021
 - M18: Gender Budget 2022
 - M30: Gender Budget 2023

Actors involved:

- Governance, CUG, vice Rector for Equal Opportunities, University Statistical Office

4.1.7 Objective A.7: Office for “Administrative and Organizational Support for Equal Opportunities”**Action A.7.1: Strengthening of the Office**

Description: On 15 June 2020 the Administrative Directorate of the Mediterranea activated an office for the “Administrative and organizational support for activities for Equal Opportunities” under the coordination of the pro-tempore vice Rector for equal opportunities. The Mediterranea is aware of the importance of such an office in order to strengthen the workforce and strengthen the services offered by this office. To this end it is agreed to activate 18 months after the establishment of the office a reconnaissance of the activity carried out and the modalities of strengthening of the office

Timing:

- M01-M36: Reconnaissance activities

Actors involved:

- Administrative Director or its Delegate, vice Rector for Equal Opportunities of the University

4.1.8 Objective A.8: Dissemination of “Best Practices” for Decisional Level Gender Balance**Action A.8.1: Report “Best Practices”**

Description: In order to bring to the attention of the decision-making bodies of the Mediterranea the best practices adopted also by other Italian universities in the field of gender balance, it is agreed to submit to the decision-making bodies a report on best practices on equal opportunities deemed suitable to promote significant changes at the Mediterranea. The report will be prepared annually.

Timing:

- M01-M36:
 - M12: Report “Best Practices” 2021
 - M24: Report “Best Practices” 2022

- M36: Report “Best Practices” 2023

Actors involved:

- Governance bodies, Steering Committee for Equal Opportunities, CUG (who may avail itself of the action of other structured staff)

4.2 Line of intervention B: Career Advancements

4.2.1 Objective B.1: Enhancing Research Activities

Action B.1.1: Research Training

Description: Career advances in the Italian academic system require the possession of significant scientific production. Young generations of PhD students and researchers may encounter significant difficulties at the beginning of their careers to produce an adequate number of quality scientific publications, choose the most appropriate journals and orient themselves to the mechanisms of National Scientific Enablement. In order to strengthen these aspects, strengthening seminars will be carried out periodically, where particular attention will be paid to under-represented groups in the academic community of the Mediterranean (generally made up of the category of women, as can be seen from the relevant statistics from 2015 to today) in order to give all the members of the Mediterranean equal career opportunities. The seminars can also be delivered online in the manner deemed most appropriate.

Timing:

- M01-M36:
 - M06-M12: Seminar on Enhancement 2021
 - M18-M24: Seminar on Enhancement 2022
 - M30-M36: Seminar on Enhancement 2023

Actors involved:

- Vice Rector for Research, PhD Schools

Action B.1.2: Virtual Office for Research

Description: To complete the previous action, a virtual office is set up for mentoring young generations of PhD students/doctors and researchers on topics related to scientific research and production. In carrying out this activity, particular attention will be paid to the under-represented categories in the academic community of the Mediterranean (generally constituted by the category of women, as can be seen from the relevant statistics from 2015 to today) in order to give all the members of the Mediterranean equal career opportunities.

Timing:

- M04-M36

Actors involved:

- Delegate of the Vice Rector for Research

Action B.1.3: Exploitation of Research Results

Description: In order to encourage the beginning and continuation of academic careers for those at the Mediterranean who are a numerical minority at the Mediterranean (from statistics from 2015 to today, in almost all departments of the Mediterranean women researchers/teachers are in a minority compared to their male colleagues) it is appropriate to support and disseminate the results of research conducted by academic staff belonging to these categories, in particular when internationally recognised and/or published in authoritative journals. These opportunities should be considered more closely if they relate to younger subjects working in research doctorates and departmental research groups. This activity can be carried out both at the University and Department level through communications in the Department Councils and Degree Courses, press releases on the media (both online and not) and also favoring the organisation of conferences and seminars organised at the University with speakers and rapporteurs preferably represented in equal measure.

Timing:

- M01-M36

Actors involved:

- Department Directors and their Delegates for Communication, University Communication Office

Action B.1.4: Catalogue of Research and Projects (Common to Actions B1 and B2)

Description: From the statistical reports drawn up for the five-year period 2015-2018 (General Budgets), and in the year 2019 (Report on the situation of personnel drawn up by the Unique Guarantee Committee of UNIRC, <https://www.unirc.it/ateneo/cug-attivita.php>), in almost all departments of the Mediterranean women researchers/teachers are in a minority compared to their male colleagues. In order to encourage the start and continuation of their careers and to exploit their research activities, a specific report will be drawn up annually to disseminate and advertise their scientific publications and the projects in which they participate. The report will be published on the University institutional website and advertised in the manner deemed most appropriate.

Timing:

- M01-M36:
 - M01-M12: Catalogue of Research and Projects 2021
 - M13-M24: Catalogue of Research and Projects 2022
 - M25-M36: Catalogue of Research and Projects 2023

Actors involved:

- Delegate of the Vice Rector for Research, SIAT

4.2.2 Objective B.2: Valorisation and Promoting Activities Relative to Research Projects

Action B.2.1: Encourage Participation as Principal Investigator, Research Unit Managers in Projects and Team Composition

Description: As evidenced by statistics for the years from 2015 to today, the application of women in the role of Principal Investigator or Head of Research Unit in funded projects is still limited. Similarly, it appears that the composition of teams within projects is frequently unbalanced with respect to gender. This situation is also reflected in the design of the young generations of PhD students and researchers, not least because of inadequate knowledge of the mechanisms underlying research funding. Given also the increasing attention given to these aspects in the context of project evaluations (increasing funding possibilities), it is considered appropriate to encourage the application of women to atypical roles within projects and to promote the formation of teams which are gender-balanced as possible. In order to strengthen these aspects, special seminars will be carried out periodically, which can also be provided online in the manner deemed most appropriate.

Timing:

- M01-M36:
 - M01-M12: Seminar
 - M13-M24: Seminar
 - M25-M36: Seminar

Actors involved:

- Vice Rector for Research, PhD Schools

Action B.2.2: Virtual Office for Projects

Description: To complete the previous action, a virtual office is set up for mentoring young generations of doctoral candidates and researchers on topics related to research projects. In carrying out this activity, particular attention will be paid to the under-represented categories in the academic community of the Mediterranean (generally constituted by the category of women, as can be seen from the relevant statistics from 2015 to today) in order to give all the members of the Mediterranean equal career opportunities.

Timing:

- M04-M36

Actors involved:

- Delegate of the Vice Rector for Research

4.2.3 Objective B.3: Access to Academic and Working Positions

Action B.3.1: Guidelines and Training for Commissions for Access to Work Positions

Description: Ensure equal opportunities by avoiding asymmetries in evaluation processes for access to academic and employment positions within its competence (teaching staff career progress, research contracts and grants, PTA fixed-term employment contracts, etc.). The Mediterranean adopts the guidelines "*Indications in the matter of equal opportunities for staff selection commissions*" developed within the framework of the GEECCO project (funded by the research and innovation Horizon 2020 programme of the European Union – Grant agreement No 741128), and approved by all the departments of the Mediterranean, which highlight how processes of “unconscious bias” can interfere with the evaluations of the candidates. In order to increase awareness of the presence of such processes, members of all commissions for access to employment positions, in any capacity, will need to see these guidelines. In addition to the paper document, they will be made available both on the institutional website and on that of the GEECCO project (www.geecco.unirc.it)

Timing:

- M01-M36:
 - M06-M12 Training
 - M18-M24 Training
 - M25-M36 Training

Actors involved:

- Administrative Director, Department Directors, Directors of PhD Schools, Evaluation board, Members of the Boards for access to employment positions

4.3 Line of intervention C: Gender Size in Research and Teaching

4.3.1 Objective C.1: Promotion of Gender Size in R&T

Action C.1.1: Guidelines and Training for Research and Teaching

Description: In order to promote forms of self-assessment of the contents of their researches and courses of teaching by teachers, researchers and researchers (with due regard to the prerogatives guaranteed by our constitution and the current regulatory framework), the Mediterranean University adopts the guidelines "*The End User Perspective – How to take into account the educational and research effects on society*" developed under the GEECCO project (funded by the research and innovation programme Horizon 2020 of the European Union – Grant agreement approved by 741128). In addition to the paper document, both a commented presentation and a training video will be made available both on the institutional website and on that of the GEECCO project (www.geecco.unirc.it).

Timing:

- M01-M36:
 - M06-M12 Training
 - M18-M24 Training

- M25-M36 Training

Actors involved:

- Department Directors, academic community

4.4 Line of intervention D: Gender Culture

4.4.1 Objective D.1: Gender Language

Action D.1.1: Seminar on Gender Communication

Description: The Mediterranea has already adopted with D.R. n. 352 of 21/12/2018 the document "*Indications for a use of language respectful of differences*" and applies it in all official documents, including the GEP. There are, however, other forms of communication no less important than written forms such as visual and iconic, which, like written documents (as well as research and research projects) should refer to models of communication neutral from the point of view of gender. In the past, a specific activity has been carried out to define the content and style of written institutional communication addressed to the administrative staff of the Mediterranea. To strengthen the adoption of a language respecting differences in all forms of institutional communication (written, visual and iconic) a new training seminar will be organised that this time involves all the members of the Mediterranea community.

Timing:

- M01-M36:
 - M06-M12 Seminar on Gender Communication
 - M18-M24 Seminar on Gender Communication
 - M25-M36 Seminar on Gender Communication

Actors involved:

- Administrative Director or his delegate

4.4.2 Objective D.2: Awareness

Action D.2.1: Questionnaire on Equal Opportunities Perception

Description: Carrying out surveys of the different components of the academic community in individual departments to verify the actual perception of equal opportunities issues. The survey questionnaire model will be developed with Equal Opportunities Department delegates, who will carry out the surveys, at intervals, in their respective departments to verify whether and how the perception of equal opportunities changes also after the launch of any specific actions that fall within the positive action plan to be adopted by the University, in order to carry out a monitoring of the actions taken and any corrective actions. For the central offices of the administration, investigations may be carried out by the University CUG. The same questionnaire will be disbursed twice in the three years

Timing:

- M16: First questionnaire

- M34: Second questionnaire

Actors involved:

- CUG, Departmental Delegates of the Equal Opportunities; CUG, offices in charge

Action D.2.3: Collaboration with vice Rectors for Equal Opportunities of Italian Universities

Description: Collaboration with the vice Rectors for the Equal Opportunities of Italian Universities is promoted also through membership of networks and associations for equal opportunities operating within Italian universities.

Timing:

- M01-M36

Actors involved:

- Vice Rector for Equal Opportunities

Action D.2.3: Contrast to Gender Stereotypes in STEM Disciplines

Description: A sub-representation of women in the field of STEM disciplines gives young students a wrong perception that results in choosing other faculties, often outside the Mediterranean. This translates on the one hand into a loss of possible new students and, on the other hand, in perpetrating the stereotype that STEM disciplines do not decline to the female. To counter these stereotypes, the Mediterranean will pay particular attention to promoting gender-neutral communication and positive models of contrast to stereotypes, in all promotional initiatives aimed at high school students (e.g., Open Day, International Women's and Girls' Day in Science, etc.).

Timing:

- M01-M36

Actors involved:

- Delegate of the Rector and Delegates of Department Directors for Students

Action D.2.4: Seminars on Equal Opportunities

Description: Training/informative seminars with the support, if necessary, of external experts, both at national and international level, conferences and study meetings also in collaboration with Councillors of Equality and the CUGs of Local Authorities (Municipality, Province, Region) addressed to the entire academic community of the University, in particular with the direction of the decision-making bodies responsible for the important task of conveying and promoting gender culture at the University.

Timing:

- M01-M36:
 - M06-M12: Seminar on Equal Opportunities
 - M18-M24: Seminar on Equal Opportunities
 - M30-M36: Seminar on Equal Opportunities

Actors involved:

- University Governance, Coordination of Delegates for Equal Opportunities, CUG

5. Tables

In this section, the action lines, objectives and specific actions of the GEP are summarized in tabular form including the timing and the targets foreseen for each of the actions to be implemented. In detail:

- Action Line A: Decision-making Bodies and Human Resources (Table 5.1)
- Action Line B: Career Progress (Table 5.2)
- Action Line C: The Gender Dimension in Research and Teaching (Table 5.3)
- Action Line D: Gender Culture (Table 5.4)

Table 5.1 –Action Line A: Decision-making Bodies and Human Resources

Action Line A	Decisional Organs and Human Resources	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Objective A.1	Long-term sustainability of the GEP						
Action A.1.1	Inclusion in the Triennial Plan of Positive Actions of the Mediterranean of Actions of the GEP	M06-M36	Annual monitoring report on the effectiveness and efficiency of the actions of the GEP. Number of gender equality objectives within the first Triennial Plan of Positive Actions useful (2025)	CUG with the possible collaboration of other structured staff of the University	Monitoring report (=1)	Monitoring report (=1)	Monitoring report (=1) – Number of proposals included in the Triennial Plan of positive actions (>50 % of EPG actions)
Objective A.2	Equal Representation						
Action A.2.1	Identification of Specificities Preventing the Equal Representation of Gender to Different Decision Levels	M09-M15	Identification of criticalities of gender representativeness at the different decision-making levels, with respect to the composition of the academic community, on the basis of the data and statistics produced annually.	Bodies of University, Governance, Departments, Vice Rector for Equal Opportunities with the possible collaboration of the CUG or other structured staff of the University	Monitoring report (=1)	Potential proposal to the University bodies (>=1) – Debate/Reception of the proposal by decision-making bodies	

Action Line A	Decisional Organs and Human Resources	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Action A.2.2	Strengthening Coordination Services on Equal Opportunities	M01-M36	Establish a Guide Committee for Equal Opportunities composed of all Delegates/Delegates for Equal Opportunities of the Mediterranean Departments coordinated by the vice Rector for Equal Opportunities of the University.	University bodies, Governance, vice Rector for Equal Opportunities of the University, Delegates for Equal Opportunities of Departments, Office for “Administrative and Organizational Support to Equal Opportunities Activities”.	Establishment Committee – Annual meetings (>=3)	Annual meetings (>=4)	Annual meetings (>=5)
Objective A.3	Equal Visibility						
Action A.3.1	Identification of Specificities Preventing the Equal Visibility of Gender	M01-M36	Identification of specificities that do not allow equal visibility with respect to the composition of the academic community. communication activities (both within the University, and more specifically in the Departments, either on the Web or through press releases)	Delegates of Directors of Departments, Delegates of Communication Departments, University Communication Service	Number of annual communications (>18)	Number of annual communications (>24)	Number of annual communications (>30)
Objective A.4	Reconciliation between Work and Private Life						

Action Line A	Decisional Organs and Human Resources	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Action A.4.1	Flexibility of work	M13-M24	Evaluation of the results of administrative and academic action carried out in smart-working mode	Delegate of the Rector, Delegate of the Administrative Director, Delegate of the CUG, Human Resources Area		Monitoring report and proposal for decision-making bodies (=1) Debate/Reception of the proposal by decision-making bodies	
Objective A.5	Coordination of Equal Committees						
Action A.5.1	Coordination Committee for Equal Opportunities	M06-M36	“internal network” coordinated by a designated office that will act as a link between all those involved in various ways in the Mediterranean in actions of equal opportunities	Representative of the Delegates/Parties Delegate Committee and representatives of the various Committees, Bodies, Evaluation board, Associations and Working Groups in Projects	Networking – Annual meetings (>=2)	Annual meetings (>=3)	Annual meetings (>=4)
Objective A.6	Long-term monitoring of gender equality						
Action A.6.1	Gender Budgets	M01-M36	Report (Gender Budgeting) edited by a Coordination Group and which will be published periodically (annually) on the Mediterranean institutional website and submitted to the	Governance, CUG, Delegates for Equal Opportunities, University Statistical Office	Gender balance – Context Analysis (=1)	Gender balance – check – list of action and results (=1)	Gender balance – check – list of action and results (=1)

Action Line A	Decisional Organs and Human Resources	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
			decision-making bodies of the university				
Objective A.7	Office for “Administrative and Organizational Support for Equal Opportunities”						
Action A.7.1	Upgrading of the office	M01-M36	Strengthen staffing and strengthen the services offered by the Office for “Administrative and Organizational Support for Equal Opportunities”	Administrative Director or its Delegate, vice Rector for Equal Opportunities of the University, Evaluation board	Number of relationships (=1)	Number of reports (=1) – Order of service	Number of relationships (=1)
Objective A.8	Dissemination of “Best Practices” for Decisional Level Gender Balance						
Action A.8.1	Report “Best Practices”	M01-M36	To inform the decision-making bodies of the Mediterranean of the best practices also adopted by other Italian universities in the field of gender balance	Governance bodies, Steering Committee for Equal Opportunities, CUG (who may avail itself of the action of other structured staff)	Number of “Best practices” (>= 4)	Number of “Best practices” (>= 6)	Number of “Best practices” (>= 8)

Table 5.2 – Action Line B: Career Progress

Action Line B	Career Advancements	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Objective B.1	Enhancing Research Activities						
Action B.1.1	Research Training	M01-M36	Strengthening training aimed at young researchers and doctoral students, with particular attention to under-represented groups in the Mediterranean academic community (generally made up of women)	Vice Rector for Research, PhD Schools	Number of trainings (>=1)	Number of trainings (>=1)	Number of trainings (>=1)
Action B.1.2	Virtual Office for Search	M04-M36	Virtual mentoring office for research for young researchers and doctoral students, with particular attention to under-represented categories in the Mediterranean academic community (generally made up of the women's category)	Delegate of the Vice Rector for Research.	Virtual office (=1)	Virtual office (=1)	Virtual office (=1)

Action Line B	Career Advancements	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Action B.1.3	Exploitation of Research Results	M01-M36	Encourage academic careers for those in the Mediterranean who are numerically minority (doctoral students and researchers) by supporting and disseminating the results of research conducted by them when internationally recognized and/or published in authoritative journals	Department Directors and their Delegates/Communication Delegates, University Communication Office	Number of annual communications (>18)	Number of annual communications (>24)	Number of annual communications (>30)
Action B.1.4	Catalogue of Research	M01-M36	Encouraging the start and continuation of their careers and to exploit their research activities, a specific report will be drawn up annually to disseminate and advertise their scientific publications and the projects in which they participate	Delegate of the Vice Rector for Research, SIAT	Number of reports (=1)	Number of reports (=1)	Number of reports (=1)
Objective B.2	Access to Academic and Working Positions						

Action Line B	Career Advancements	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Action B.2.1	Encouraging Application for Principal Investigators and Team Research Units Managers	M01-M36	Seminars for the application of women in the role of Principal Investigator or Head of Research Units in funded projects	Vice Rector for Research, PhD Schools	Number of annual seminars (>=1)	Number of annual seminars (>=1)	Number of annual seminars (>=1)
Action B.2.2	Virtual Office for Projects	M04-M36	Virtual mentoring office for projects for young researchers and doctoral students, with particular attention to the under-represented categories in the academic community of the Mediterranean (generally made up of women)	Delegate of the Vice Rector for Research.	Virtual office (=1)	Virtual office (=1)	Virtual office (=1)
Objective B.3	Access to Academic and Working Positions						
Action B.3.1	Guidelines and Training for Commissions for Access to Work Positions	M01-M36	Ensuring equal opportunities by avoiding asymmetries in evaluation processes for access to academic and work positions	Administrative Director, Directors of Department, Director of PhD Schools, Evaluation board, Members of the Boards for access to employment positions	Number of trainings (>=1)	Number of trainings (>=1)	Number of trainings (>=1)

Table 5.3 – Action Line C: The Gender Dimension in Research and Teaching

Action Line C	Gender Size in Research and Didactics	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Objective C.1	Promotion of Gender Size in R&D						
Action C.1.1	Guidelines and Training for Research and Teaching	M01-M36	Promote self-assessment of the content of their research and teaching courses by teachers, researchers and researchers	Directors of Department, Academic Community	Number of annual trainings (≥ 1)	Number of annual trainings (≥ 1)	Number of annual trainings (≥ 1)

Table 5.4 – Action Line D: Gender Culture

Action Line D	Gender Size in Research and Didactics	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Objective D.1	Gender Culture						
Action D.1.1	Seminar on Gender Communication	M01-M36	Strengthen the adoption of a language respecting differences in all forms of institutional communication (written, visual and iconic)	Directors of Department, Academic Community, Press and communication office	Number of annual seminars (>=1)	Number of annual seminars (>=1)	Number of annual seminars (>=1)
Objective D.2	Awareness						
Action D.2.1	Questionnaire on Equal Opportunities Perception	M10/M34	Carrying out surveys, in individual departments, of the different components of the academic community to verify the actual perception of equal opportunities issues	CUG, Delegates of the Equal Opportunities Departments	Questionnaire (=1)		Questionnaire (=1)
Action D.2.2	Collaboration with vice Rectors for Equal Opportunities of Italian Universities	M01-M36	Increase the network of relations and contacts with other Universities and Institutions	Vice Rector for Equal Opportunities, CUG and Office in charge	Membership of the network	Membership of the network	Membership of the network

Action Line D	Gender Size in Research and Didactics	Duration	Action indicator	Actors	Indicator value Target 2021	Indicator value Target 2022	Indicator value Target 2023
Action D.2.3	Contrast to Gender Stereotypes in STEM Disciplines	M01-M36	Promoting gender-neutral communication and positive models of contrast to stereotypes, in all those promotional initiatives	Delegate of the Rector, Delegates of Department Directors for Students, Delegate of the CUG, Human Resources Area	Number of annual initiatives (≥ 4)	Number of annual initiatives (≥ 5)	Number of annual initiatives (≥ 6)
Action D.2.4	Seminar on Equal Opportunities	M01-M36	Training/information seminars on Equal Opportunities	University Governance, Coordination of vice Equal Opportunities, CUG	Number of annual seminars (≥ 1)	Number of annual seminars (≥ 1)	Number of annual seminars (≥ 1)

6. GEP Working Group and Acknowledgements

This "Gender Equality Plan for the three-year period 2021-2023", has been prepared by the local unit of the H2020 project "Gender Equality in Engineering through Communication and Commitment" (GEECCO) - Call: H2020-SwafS-2016-1, formed by:

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GENDER EQUALITY PLAN FOR CRACOW UNIVERSITY OF TECHNOLOGY (2021 - 2024)¹⁴

Introduction

We are pleased to provide you with the Gender Equality Plan (GEP) for Cracow University of Technology (PK) for the period of 2020-2024, considered and designed for the whole academic community of PK – for all people working, studying and preparing doctoral dissertations.

The main objective of the GEP plan is to ensure that the Cracow University of Technology is a safe place for all, functioning with respect for equality and diversity, free from discrimination, and ensuring freedom of scientific and personal development for all.

The Cracow University of Technology received the "HR Excellence in Research" logo from the EU¹⁵ in December 2017. This means a commitment to continuously improve human resources and recruitment policies, including the development of equality policies in the form of the creation of a gender equality plan for the Cracow University of Technology, hereinafter referred to as the "Gender Equality Plan for PK". The evaluation of the implementation of the HR Strategy in the Internal Review¹⁶ resulted in the European Commission's recommendation to improve the HR strategy at PK. The EC's key recommendations for improving HRS4r¹⁷ at the Cracow University of Technology contain among others:

- Introducing equality and diversity policies and developing strategies to ensure equal treatment and access for women in all positions, including managerial and professorial positions.
- Considering introduction of formal solutions for flexible and reduced working hours.
- Making every effort to ensure that the position of a mediator is filled.

¹⁴ This document is an English translation of the official Polish language version of the GEP, which is the official version.

¹⁵ Logo HR Excellence in Research at the Cracow University of Technology (2017) - https://www.pk.edu.pl/index.php?option=com_content&view=article&id=2049&Itemid=1080&lang=pl

¹⁶ HR STRATEGY FOR RESEARCHERS, INTERNAL REVIEW, CUT, Cracow January 2020, https://www.pk.edu.pl/images/PK18/nauka/HR_Strategy_for_Researchers_internal_reviewLink1.pdf.

¹⁷ The Human Resources Strategy for Researchers (HRS4R) <https://euraxess.ec.europa.eu/jobs/hrs4r>.

- Ensuring greater involvement of the academic community in the implementation and development of HR Excellence in Research strategy at the Cracow University of Technology.

The Gender Equality Plan for PK develops the objectives included in the "Human Resources Development Strategy", taking into account the principles of the European Charter of Researchers¹⁸ and the Guidelines for the recruitment of academic teachers at the Cracow University of Technology¹⁹ (Ordinance No 73 of the Rector of PK of 1 October 2019) and integrates the existing efforts at the university for equality with the new initiative.

Equality and diversity are values that contribute to the development of science. The social mission of the Cracow University of Technology²⁰ is to educate highly qualified engineering and scientific staff and to serve the economy and society as a whole by solving technical and technological problems, while respecting the individual beliefs, rights and aspirations of all members of the university community. The starting point for the Gender Equality Plan for PK is good practices translated into actions and improving communication in the academic community so that good examples and equality solutions can be disseminated more efficiently. This allows us to combine the creation of the atmosphere of safety and equality at the university with the fight against discrimination through an early response system. According to studies and consultations²¹, some people face both prejudices and various institutional obstacles that do not make it possible for everyone to benefit equally from opportunities for scientific and professional development. These barriers often take the form of discrimination related to sex difference, sexual harassment, and obstacles to combine work and family life. Such obstacles result in the fact that scientific careers of women slow down, and some of them may lose interest in further scientific development. Barriers to combining work and family life also discourage fathers who seek to engage in both spheres of life, work and family.

In any case, it is a loss for both the Cracow University of Technology and the development of science in Poland.

The need for integrated equality measures at the university is pointed out by institutions dealing with science and quality of education and human rights. The European Commission lists the following objectives of the Gender Equality Strategy in Research and Innovation²² (2012):

- promoting equality in scientific careers;
- ensuring gender balance in decision-making processes and bodies;

¹⁸ Chart and Code - <https://euraxess.ec.europa.eu/jobs/charter> (Europejska Karta Naukowca https://cdn5.euraxess.org/sites/default/files/domains/pl/karta_i_kodeks_broszura_pl.pdf).

¹⁹(ZARZĄDZENIE NR 73 Rektora Politechniki Krakowskiej im. Tadeusza Kościuszki z dnia 1 października 2019 r. znak R.0201.90.2019 w sprawie Wytycznych w zakresie rekrutacji nauczycieli akademickich na Politechnice Krakowskiej), (in English - Guidelines for the recruitment of academic teachers at the Cracow University of Technology – Ordinance No 73 of the Rector of PK of 1 October 2019).

²⁰ Mission of the Cracow University of Technology, https://www.pk.edu.pl/index.php?option=com_content&view=article&id=3&Itemid=104&lang=pl

²¹ Gerlich Julia (2019), Molestowanie na polskich uczelniach publicznych (in English - Harassment at Polish public universities), Helsińska Fundacja Praw Człowieka. Warszawa.

²² European Commission (2012), Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A Reinforced European Research Area Partnership for Excellence and Growth.

- gender, biological and social dimension, in research and innovation content.

In line with the Communication from the European Commission on a strengthened European Research Area (2012), the EU Member States among others are encouraged to remove legal and other barriers to the recruitment, maintenance and career development of female researchers, while fully respecting the EU law on gender equality²³ (Directive 2006/54/EC), as well as addressing gender inequalities in decision-making processes and ensuring that at least 40% of under-represented women and men representatives participate in committees involved in recruitment/career development and in the design and evaluation of research programmes²⁴ (EIGE 2016).

The proposed Anti-Discrimination Standard, reviewed by the President of the General Council for Science and Higher Education²⁵ (2016), states that "cases of discrimination deserve a great deal of attention from academia (...) the academic space should be free from all forms of discrimination and any form of discrimination should be strongly counteracted. (...) it is worth considering the enrichment of the relevant provisions of the statutes of universities as the most important internal acts governing their operation."

Recommendations for actions and good practices are already emerging in Poland. Studies carried out by the Commissioner for Human Rights Office²⁶ (RPO 2018) and the Helsinki Foundation (Gerlich J. 2019) clearly show the problem of sexual harassment at universities and the need for clear anti-discrimination procedures. In turn, the National Science Centre has taken steps to monitor the participation of women and men in research grants²⁷ (NCN 2019a) and has committed to balanced gender representation in expert and review committees²⁸ (NCN 2019b). The first gender equality plan for the University of Warsaw²⁹ was also created, implemented by

²³ DIRECTIVE 2006/54/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation <https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32006L0054&from=RO>

²⁴ European Institute for Gender Equality (2016), Gender Equality in Academia and Research <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/objectives-genderequality-research>

²⁵ Standard Antydyskryminacyjny dla uczelni (2016) został objęty patronatem Rzecznika Praw Obywatelskich (in English – Anti-discrimination Standard for Universities was under the patronage of the Commissioner for Human Rights).

²⁶ Doświadczenie molestowania wśród studentek i studentów. Analiza i zalecenia (in English - Experience of harassment among female and male students. Analysis and recommendations), Commissioner for Human Rights Office. Warszawa 2018.

²⁷ NCN (2019 a), Informacja na temat udziału kobiet i mężczyzn w projektach badawczych finansowanych przez Narodowe Centrum Nauki w latach 2011-2018 (in English - Information on the participation of women and men in research projects funded by the National Science Center in 2011-2018, https://www.ncn.gov.pl/sites/default/files/pliki/informacja_na_temat_udzialu_kobiet_i_mezczyzn_w_projektach_NCN_2011-2018.pdf

²⁸ NCN (2019b) Stanowisko Narodowego Centrum Nauki w sprawie równego dostępu kobiet i mężczyzn do środków finansowych na badania naukowe (in English - The position of the National Science Center on equal access of women and men to funds for research), https://www.ncn.gov.pl/sites/default/files/pliki/2019_02_stanowisko_ncn_ws_rownego_dostepu_kobiet_i_mezczyzn.pdf

²⁹ ZARZĄDZENIE NR 194 REKTORA UNIwersytetu WARSZAWSKIEGO z dnia 27 sierpnia 2020 r. w sprawie „Planu równości płci dla Uniwersytetu Warszawskiego oraz planu działań równościowych na lata 2020-

Ordinance No. 194 of the Rector of the University of Warsaw of 27 August 2020, which is a model for the Gender Equality Plan for PK.

Through GEP, PK undertakes to establish a long-term strategy of the university towards respecting and accepting the idea of equality and diversity so that they become a lasting value inscribed in the educational culture of PK. The assumptions on which the Gender Equality Plan (GEP) for PK are based are set out in the following statements.

- Building a good Gender Equality Plan (GEP) for engineering practice is an important action for the engineering community due to a shortage of engineers around the world, a growing need for engineering solutions, and the huge potential of future engineering work to solve human problems. There are not enough men - if all the talented women are encouraged to engineer, we will win by gaining twice as many talents. In addition, women are important decision-makers in households, managing a large part of household budgets. Involving more women in designing engineering products will make them more attractive to women.
- Gender Equality Plan (GEP) at the Cracow University of Technology will help us to recruit and develop the careers of female engineers for the great benefit of regional development, the prosperity of the country and our industry, and on a larger scale for the benefit of the European Union and other parts of the world. In addition, gender-mixed research teams conduct research and develop products in a more efficient way – because they take into account more than just a male perspective in research and development. Instead of losing talents, we will be able to get the best people, both from home and abroad. Thanks to good engineering practice, we will build an environment at the Cracow University of Technology in which every person will find a better work-life balance and better career prospects. These benefits will apply not only to women - but also to men, especially young fathers, who will want to take over day-to-day childcare responsibilities.
- As a result of the strategies and activities carried out within the GEECCO project, the Cracow University of Technology has the opportunity to become a leader in the implementation of the Gender Equality Plan at technical universities, just as the Cracow University of Technology was a pioneer in building and implementing the Mobility Plan in Poland. Participation in the GEECCO (H2020) project has allowed for in-depth research and document development at the European level, with the support of more experienced European partners.
- The goals and actions of the GEECCO project are strongly supported by the European Commission and the main principles on gender equality in Europe³⁰. Therefore, the GEP for PK developed under GEECCO is in line with the European Strategy for Gender Equality. Gender equality and equal opportunities (non-discrimination) between women and men are fundamental principles in the EU Treaties and thus have to be respected by Member States.

2023" (in English - Ordinance No. 194 of the Rector of the University of Warsaw of 27 August 2020 on the "Gender equality plan for the University of Warsaw and the equality action plan for 2020-2023"), <https://monitor.uw.edu.pl/Lists/Uchway/Attachments/5574/M.2020.371.Zarz.194.pdf>

³⁰ Gender Equality in Academia and Research, EU objectives for gender equality in research (...<http://eige.europa.eu/gender-mainstreaming/toolkits/gear/objectives-gender-equality-research>)

- It is important to develop a new paradigm for the engineering profession that will show how much women fit into this concept. Then, there will be a chance that the stereotype of the "engineer-man" will be forgotten.
- Success in building and implementing GEP depends on the intensive involvement of university authorities, high- and medium-level decision-makers, employees, as well as the entire community, students, etc. The support from the Rector is especially important.
- Implementing GEP at universities determines the funding of research³¹ in Horizon EUROPE 2021-2027³². For PK it is also a great opportunity to set a milestone and, thanks to GEP, to win many projects from the EU and increase the research potential of the Cracow University of Technology. This will contribute to strengthening our reputation and image, not only in Poland, but throughout the European Union.
- The Cracow University of Technology is a Polish leader in supporting the issue of equality in promotional activities, supporting the activities of external organizations, such as seminars and conferences on the role of women in science in accordance with Marie Skłodowska – Curie tradition.
- Equality is a matter of culture in all aspects (personal, organizational, social). The university is a forge of education, science and culture. It is the university's responsibility to create and build a culture of equality, including gender equality in education and engineering practice. Hence the commitment and justification for introducing educational content on equality into the study programme.

A number of benefits of equality and diversity in science and higher education include a positive impact on the quality of research and teaching and the strengthening of the institution's scientific and research position in a competitive environment, improving dialogue and exchange of thought by building inclusiveness and a sense of community. Equality and diversity in science and higher education also influence well-being at work and at college. Equality policies support the creation of clearer procedures, which contributes to creating a better working environment as well as attracting and retaining scientific talents.

The Gender Equality Plan for PK is the result of research, analysis and consultation carried out at the Cracow University of Technology. This is a strategy planned for four years: 2020-2024, with an internal evaluation taking place after two years in 2022.

In the first year of implementation of the Gender Equality Plan for PK, a "roadmap of the Plan" will be created with a list of actions for which only a change of procedures or the introduction of new procedures is needed, together with a list of actions requiring investment with an attached timetable.

The Gender Equality Plan for PK is based on three main objectives, which will be pursued through specific actions and their effectiveness will be monitored through specific indicators.

³¹ Gender Equality Strategy 2020-2025: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0152> and also published in the updated SwafS Work Programme, on page 76, where it states: "In Horizon Europe, having in place a Gender Equality Plan (GEP) will become an eligibility criterion for public research and innovation organizations. As a result, research institutions applying for funding will be required to have a GEP in place."

³² Horizon EUROPE 2021-2027 - EU investment program in research and innovation.

What is included in the Gender Equality Plan for PK?

- Diagnosis – the most important findings from the research carried out so far in the framework of the HORIZON'2020 GEECCO project in 2017-2020 at the Cracow University of Technology.
- The three main objectives of the Plan, together with an indication of the sub-objectives, actions and indicators, together with their overview.

Diagnosis

The participation of women and men in the academic community of the Cracow University of Technology in numbers is presented below.

Academic female and male employees

The starting point for the analyses aimed at creating the Gender Equality Plan for PK was, in line with the recommendations of GEECCO's European Charter for Researchers and Consortium Agreement, to see the gender distribution among academics, taking into account degrees and positions, and among female and male students and female and male PhD students. This work has been carried out since 2017 as part of the GEECCO project. The results of this work were presented to the Rector's authorities and Deans of all PK faculties in December 2018. It is worth noting that in 2020 the Rector's Report on the university's activities for 2019³³ was published. It presented data broken down by gender for the first time, but unfortunately only for female and male students of PK in a disaggregated way³⁴ (indicating the participation of women). The disaggregation of data for PK female and male employees was completely disregarded, even though such disaggregated PK data is reported annually to the Statistical Offices (GUS) and to the Integrated System of Information on Science and Higher Education (POL-on).

It can be concluded³⁵ that the gender ratios for academics and students are aligned. However, there are significant disparities in individual positions both at the university management levels and among research staff. Men definitely prevail, both among those in managerial positions and among those with the title of full professors, university professors and associate professors at Cracow University of Technology. In the case of female and male assistant professors, the gender ratio is equal, while for female and male assistants, women predominate. This may mean that the path of promotion and scientific career does not go the same way for women and men, and that the Cracow University of Technology loses talented women from the research and teaching staff.

The gender gap, which is noticeable for key functions at the level of university management and individual faculties, is shown in the table below.

³³ Sprawozdanie Rektora z działalności uczelni za 2019 rok (in English - Rector's Report on the University's Activities for 2019), https://sip.pk.edu.pl/images/procedury/Sprawozdanie_rektora_2019_ok1.pdf.

³⁴ contrary to the assurances of J.M. Rector submitted in writing in 2019.

³⁵ Based on data reported by PK to the Statistical Offices (GUS) and Integrated System of Information on Science and Higher Education POL-on.

Table 1. Managing the university by gender

	2018					2020					
	F	M	Σ	f%	m%	F	M	Σ	f%	m%	
CENTRAL PK LEVEL											
Senate	14	46	60	23,3%	76,7%	16	56	72	22,2%	77,8%	
Senate Committees	20	54	74	27,0%	73,0%	21	67	88	23,9%	76,1%	
Disciplinary Committees	25	27	52	48,1%	51,9%	16	36	52	30,8%	69,2%	
Rector's Committees	13	52	65	20,0%	80,0%	16	49	65	24,6%	75,4%	
University Committees	23	50	73	31,5%	68,5%	32	42	74	43,2%	56,8%	
Total / Mean %	95	229	324	29,3%	70,7%	101	250	351	28,8%	71,2%	
RECTOR LEVEL											
Rector	0	1	1	0,0%	100%	0	1	1	0,0%	100%	
Vice Rectors	0	4	4	0,0%	100%	0	4	4	0,0%	100%	
Chancellor and Bursar	0	1	1	0,0%	100%	1	1	2	50,0%	50,0%	
Total / Mean %	0	6	6	0,0%	100%	1	6	7	14,3%	85,7%	
FACULTY LEVEL											
Deans	0	7	7	0,0%	100%	0	8	8	0,0%	100%	
The Vice-deans	8	19	27	29,6%	70,4%	8	19	27	29,6%	70,4%	
Directors of Chairs/Institutes	6	33	39	15,4%	84,6%	29	73	102	28,4%	71,6%	
Total / Mean %	14	59	73	19,2%	80,8%	37	100	137	27,0%	73,0%	

Source: own study – GEECCO H2020 project.

Note: f – women, m – men

Careers of women and men from students to professors at Cracow University of Technology

The career process of women and men from students to professor positions at the Cracow University of Technology is shown in Figure 1. The share of women and men among graduates of first and second degree and doctoral studies in 2017 and 2019 is almost the same, i.e. close

to 50 %. At an early stage of their careers (teachers with a master's degree in engineering), the share of women in 2017 was 40.4 %, and in 2019 it increased to 49.8 %, which is more than 9 p.p.³⁶, approaching the level of balance. At the next levels of the career, the share of women is lower than that of men. Among academics with a doctorate, only a third are women. Among those with a doctorate in 2019, women already accounted for 32.3 % - in the last two years the share of women has increased by 6.6 p.p. Unfortunately, the share of female ordinary professors has almost remained unchanged at only 12.0 %.

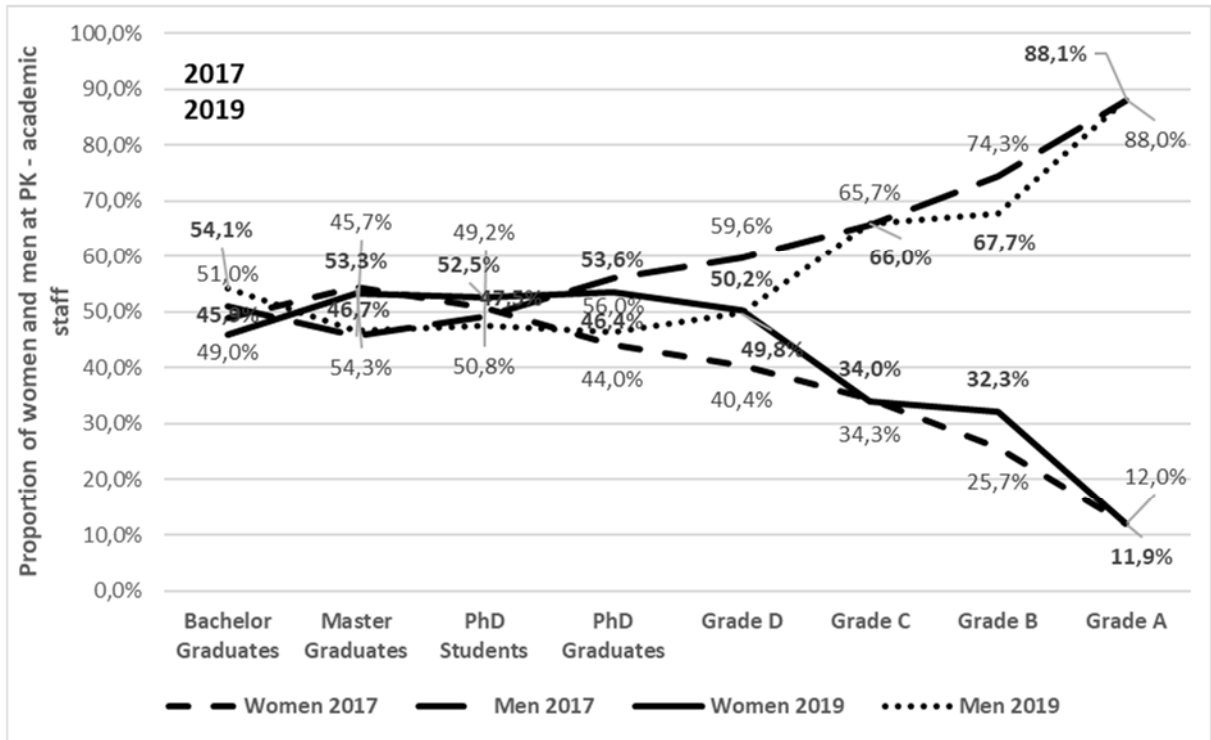


Figure 1. Careers of women and men from students to professor positions at Cracow University of Technology

The situation among academics in different faculties varies (as in Figure 2). In most faculties, the share of women in research and teaching staff is around 37 %. In 2019, at the Faculty of Chemical Engineering and Technology (WiITCh), the share of women was 49.5 %, at the Faculty of Architecture (WA) 44.8%, and at the Faculty of Environmental and Energy Engineering (WiŚiE) 41.7 %, but there are also faculties where this share does not exceed 6.7 % (Faculty of Electrical and Computer Engineering - WIEiK) or 23.6 % (Faculty of Mechanical Engineering - WM). By far the highest number of women working in administration and other staff of faculties (72.6 %).

³⁶ p.p. – abbreviation of percentage points

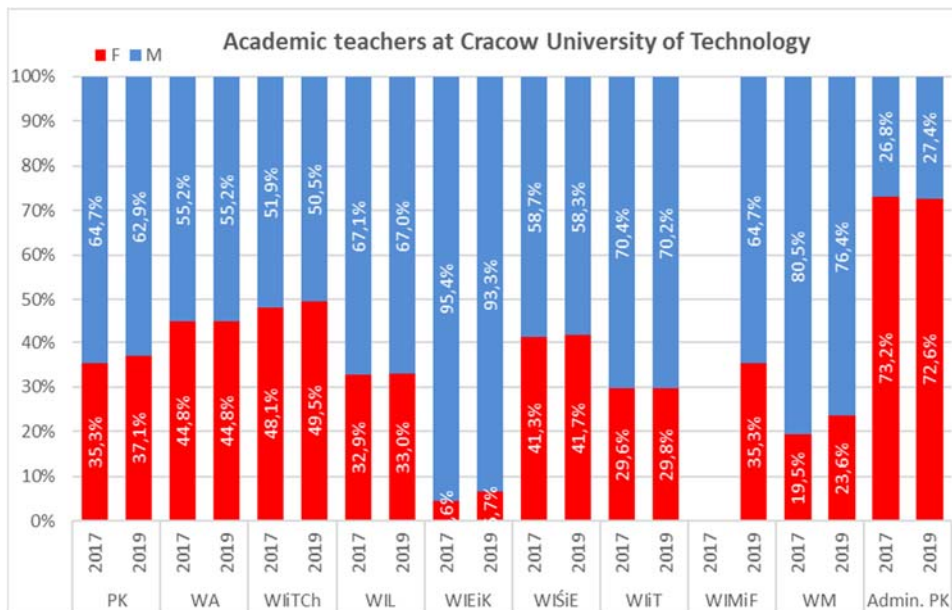


Figure 2. Academic teachers at Cracow University of Technology and individual faculties in 2017 and 2019 by women and men

Note: PK - Cracow University of Technology; WA – Faculty of Architecture, WliTCh - Faculty of Chemical Engineering and Technology, WIL – Faculty of Civil Engineering, WliEK – Faculty of Electrical and Computer Engineering, WIŚiE – Faculty of Environmental and Power Engineering, WliT – Faculty of Computer Science and Telecommunications, WIMiF – Faculty of Materials Engineering and Physics, WM – Faculty of Mechanical Engineering

All female and male employees of the Cracow University of Technology

The participation of women and men among all PK employees is shown in Figure 3. Across the university, 50.5 % of women and 49.5 % of men worked in 2019. The situation at the different faculties varies, but compared to the participation of only academic teachers, the share of women among all PK employees is much higher. The smallest share of women can be observed at WIEiK 25.3 % and WM 33.2 %. The biggest number of women work at WliTCh (54.3 %) , WIL (51.1 %) and non-faculty structures (70.7 %).

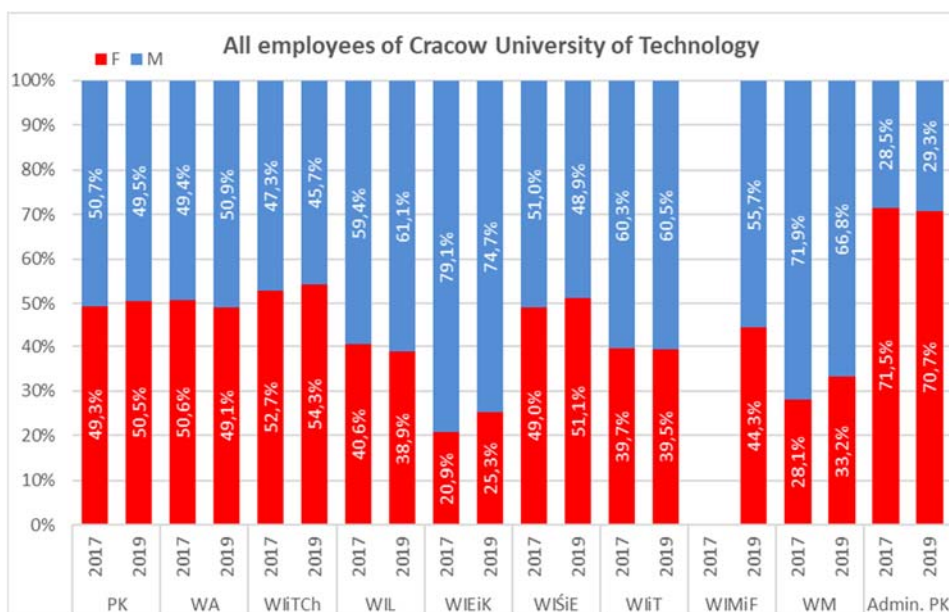


Figure 3. All employees of Cracow University of Technology, divided into women and men

The participation of women and men among non-academic staff at PK is shown in Figure 4. Among non-academics in 2019 women accounted for 67.7% and men 32.3%. The situation at different faculties varies, but it is worth noting that at each faculty women accounted for the majority (from 52.0% at WIL to 77.4% at WA).

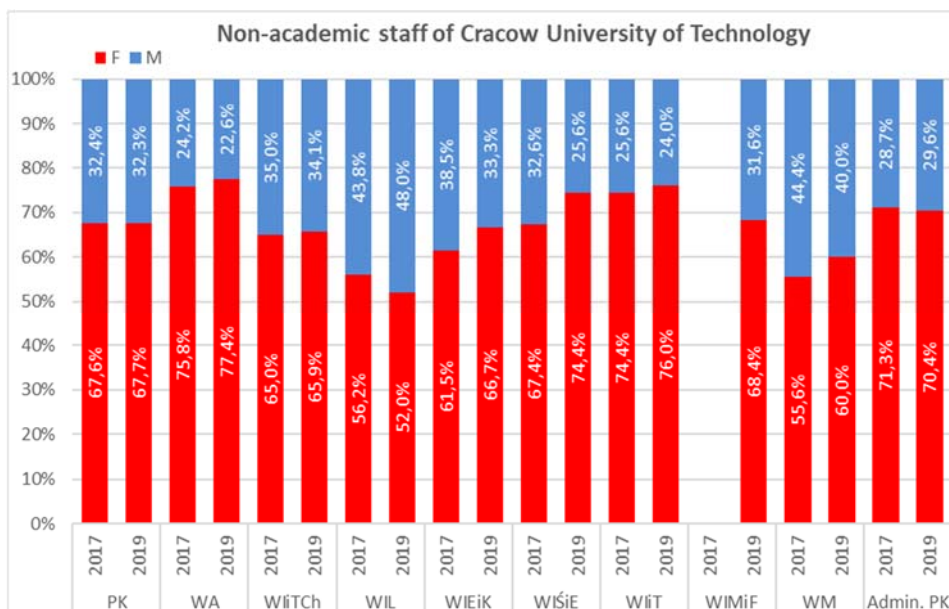


Figure 4. Non-academic staff of Cracow University of Technology - women and men

Conclusions from the study of the perception of equality at the Cracow University of Technology

As part of the GEECCO project, interviews and workshops and trainings were conducted for the academic community (women and men) of the Cracow University of Technology. The conclusions from the GEECCO work are:

- there are strong stereotypes about the capabilities and abilities of female scientists and engineers,
- there are many limitations, prejudices and invisible barriers in practice that make it difficult for women to advance and pursue their ambitions and passions (such as glass ceiling phenomenon, sticky floors and more),
- a key stage for women's careers is the period between defending the Doctorate and defending habilitation, and the stage of becoming a professor, then women's careers slow down,
- discrimination in the treatment of women and men is observed even in the smallest groups and research or teaching teams,
- a significant number of cases of sexual harassment have been reported,
- difficulties in combining work and family life, caring responsibilities for children or the elderly in the family are frequently reported,
- attention was paid to working conditions and opportunities for development, relationships at work, communication between employees, relations with superiors,
- attention was drawn to the need to set up social networks to help cross divisions and provide support,
- employees were asked about the situations in which unequal treatment occurs,
- it was investigated how the activities of the organizational units of PK are perceived.

Combining work and family life (the cases listed below refer to both women and men, but women are more likely to say that they have more family responsibilities):

- the problem of 'work that never ends' in the case of researchers,
- requiring availability (working in a laboratory or conducting classes) in part of scientific work difficult to combine with children care,
- requirement of international mobility – difficult to reconcile with caring responsibilities for children and other dependent family members, especially in the absence of institutional support,
- the role of gender roles outside work that have an impact on work – women do more domestic work, maternity responsibilities slow down academic work and discourage women from in-office positions,
- women with children give up longer trips abroad, publish less, become less involved in the social life of the faculty, rarely decide to take up functional positions.

Key: years between doctorate and habilitation, the greatest pressure and combining work and family life.

In terms of discrimination, the following problems have been diagnosed at PK:

1. there are still stereotypes and unspoken gender biases in the university community, such as: women are less ambitious, less likely to be treated as experts, less capable, and men are more determined and resistant to stress,
2. stereotypes and prejudices are transferred to behaviour – condescending treatment, refusing to recognize women's substantive preparation because of their self-presentation style, which is, for example, less confrontational,
3. women find it more difficult to build networks of scientific contacts, more often they are entrusted with administrative tasks in projects, while men are assigned substantive tasks,
4. women do not receive support at institutional level and impose self-restrictions in the development of their academic careers and in applying for significant functions at a faculty or university. This phenomenon can be interpreted as internalizing discriminatory messages such as 'women are not fit for certain tasks' or as recognizing that actions in the absence of support will be too much of an effort and are therefore abandoned. It is worth noting that men, in turn, are encouraged to take up functions and do not question their preparation using the gender argument,
5. most at risk of discrimination are women, young people, homosexuals, those working in the lowest positions.

During the GEECCO project, one of the project's foreign partners conducted a survey among PK students and employees. “The descriptive analysis of the results of the GEECCO Evaluation Survey Wave I (ESW I)”^{37 38 39}, submitted to the PK authorities in January 2020, “points to the presence of strong gender stereotypes and existence of ambivalent sexism among PK members. The concept of ambivalent sexism recognizes sexism as being marked by a deep ambivalence and consisting of two forms of sexist attitudes: hostile sexism and benevolent sexism.” Experts have shown that “the existing degree of acceptance of sexual harassment at PK is based in the beliefs that women have ulterior motives for claiming sexual harassment has taken place and that it is the women’s own responsibility to protect themselves from being sexually harassed.” Similarly, a student survey conducted by the Ombudsman's Office (RPO 2018) and the Helsinki Foundation (J. Gerlich 2019) indicates:

- a very large scale of abuse in academia in Poland – out of those surveyed almost half of female students and a third of all students experienced harassment,
- the most frequently cited reasons for harassment were gender, religion and belief, and sexual orientation– one in two female students experiencing harassment cited

³⁷ Lipinsky A. Schredl C.: Interim Evaluation Report for Politechnika Krakowska, Gesis - Leibniz Institute for Social Sciences, GEECCO Project (Grand Agreement 741128) - Deliverable 10.4, Interim Evaluation Report_PK_final.pdf.

³⁸ Interim Evaluation Report. Summary & Recommendations, Summary of the report in English - Summary & Recommendations_Interim Evaluation Report_PK_final.pdf.

³⁹ Wyniki oceny okresowej. Podsumowanie i zalecenia, Summary of the report in Polish - Podsumowanie i zalecenia_Interim Evaluation_PK_28-01-2020.pdf.

gender as a prerequisite for harassment, while among men the most frequently mentioned reason was sexual orientation,

- an offender of every third harassment situation was an academic male or female lecturer, and two thirds of these events took place on university premises.

Meanwhile, there are no clear, safe, legible and publicly promoted procedures at the Cracow University of Technology to support victims and eliminate oppressive behaviour. Victims often do not report their cases, and it is therefore difficult for the university authorities to accept their existence. But there are known cases where victims report such situations.

GENDER EQUALITY PLAN FOR PK: OBJECTIVES, ACTIONS, INDICATORS

The objectives set out in the Gender Equality Plan for PK are twofold – institutional and awareness-raising. Their implementation is intended to bring about structural changes at institutional level, changing existing university practices, introducing new procedures and working towards the creation of learning and working conditions (including administrative, didactic and scientific work) so that the principles of gender equality can be better implemented. The objectives are synergistically linked, so if they strengthen each other, we stress that all members of the PK community are "equally - important".

GOAL 1. ENHANCING BALANCED GENDER REPRESENTATION IN MANAGEMENT BODIES, I.E. CHAIRING FACULTY, UNIVERSITY MANAGEMENT, EXPERT AND REVIEW TEAMS AND CHAIRING SCIENTIFIC AND OUTREACH EVENTS

Objective 1 aims to create a representation of women and men in all structures representing the PK community that reflects the actual gender structure of the workforce.

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
INCREASING THE GENDER BALANCED REPRESENTATION IN MANAGEMENT BODIES, like: <ul style="list-style-type: none"> ● IN CHAIRING FACULTIES AND UNIVERSITY COMMITTEES, ● IN MANAGEMENT STAFF, ● IN EXPERT AND REVIEW TEAMS ● CHAIRING SCIENTIFIC AND OUTREACH EVENTS 	PK community, with a particular focus on women and men working in research and teaching, PhD students, students	Formulating guidelines on sustainable gender representation in events organized at PK (separately for the Scientific and Organizational Committees of conferences), in teams, expert and review committees, at faculty and university committees, at management staff level, disseminating these guidelines at all units level.	Implementation of the guidelines by 2022	Rector's Plenipotentiary for Equality at PK
	women and men working in research and teaching	Formulating and implementing guidelines on the percentage representation of women and men in expert, review, examination and scientific teams and committees. Proposed EU standards for determining quota from 2022 to 2024 (30% and 40%)	At least 40% of women by 2024	Rector's Plenipotentiary for Equality at PK in cooperation with the Scientific Councils of Disciplines.
	PK community	Formulating and implementing guidelines for the entrustment of chair in decision-making bodies to both women and men.	At least 40% of women by 2024	PK Administrative Units and the Rector's Plenipotentiary for Equality at PK
		Collecting data on the percentage of women and men in organizing committees and event preparation groups, and in speech agendas. On this basis, preparing recommendations on gender equality in the organization of such events and the		The organizational units of PK, in cooperation with the Rector's Plenipotentiary for Equality at PK

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		<p>ways in which sustainable gender representation can be implemented.</p> <p>Creating co-financing form for events organized at PK with a column for the gender ratio of the invited female/male panelists, organizers, people cooperating with the organization. This information will be one of the evaluation criteria.</p>		
	PK community	creating database of the above activities by the Equality Observatory at PK, publication of disaggregated data on the website of the Rector's Plenipotentiary for Equality at PK		Equality Observatory at PK
RAISING AWARENESS OF THE IMPORTANCE OF EQUALITY ISSUES AND STRENGTHENING THE IMPORTANCE OF DIVERSITY	PK community	<p>Establishing Equality Observatory at PK (see description). Observatory tasks:</p> <ul style="list-style-type: none"> ● collecting disaggregated data on gender equality at PK, employees and students, ● collecting research results on equality and diversity among PK community, ● regular monitoring of the state of equality at PK and the state of knowledge on equality solutions, ● publishing research results and analyses on the website, ● publishing statistics in the national and EU context 	Increased awareness measured by the results of periodically conducted surveys on knowledge growth, changes in attitudes and beliefs	Rector's Plenipotentiary for Equality at PK, Equality Observatory at PK

GOAL 2. SUPPORTING DEVELOPMENT OF WOMEN'S SCIENTIFIC CAREERS, INCREASING THE GENDER BALANCE IN THE RECRUITMENT OF EMPLOYEES, MAKING IT EASIER TO COMBINE WORK AND FAMILY LIFE, PREVENTION OF DISCRIMINATION

Objective 2 - the implementation of this goal is to contribute to the creation of conditions in which women will be able to efficiently pursue their ambitions and scientific goal.

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
SUPPORTING DEVELOPMENT OF WOMEN'S SCIENTIFIC CAREERS	women in scientific, research&teaching and teaching positions and PhD students	Networking groups for PhD students (see description): among others "WIEmy" - network created as part of the GEECCO project <ul style="list-style-type: none"> ● inclusion of PhD students in the network of contacts with employees and academics, ● organization of lectures with invited speakers on the careers of women in science in Poland and in the world (e.g. managers of international grants implemented at PK) ● organization of mailing group 	Organization of 2-5 events annually	Rector's Plenipotentiary for Equality at PK, Doctoral School, International Cooperation Department, Research Department, Quality Systems Training and Organization Centre (CJ), Centre of Technology Transfer (CTT)
		Launching R&D programme for young researchers and academics - mentoring support (see description): <ul style="list-style-type: none"> ● reducing the loss of female involvement during the development of scientific careers ● closer monitoring of young women's needs to support them in the development of scientific careers at PK ● testing tools, developing methodological and organizational solutions for future development programmes at PK 	launch of the first edition of the programme for at least 10 people, creating a programme council ready to promote the idea of developing women's careers in science and teaching, implementing annual editions	Rector's Plenipotentiary for Equality at PK in cooperation with the Department of Personal and Social Affairs

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		<ul style="list-style-type: none"> ● supporting young researchers in the development of scientific and didactic careers in cooperation with mentors ● promoting the idea of developing young talents in the field of engineering, science and didactics at PK 		
		<p>Dissemination of good practices related to the promotion of women's careers in faculties and units</p> <ul style="list-style-type: none"> ● communicating information on solutions used in organizational units to the Rector's Plenipotentiary for Equality at PK, and the Department of Education and Training. 	Regular annual publication on the website of the Rector's Plenipotentiary for Equality at PK.	Rector's Plenipotentiary for Equality at PK,
		Regular monitoring of the participation of women and men in grant competitions, projects and financial support and publications	Balancing the percentage of women and men in grants, increased participation of early-career researchers in grants	Rector's Plenipotentiary for Equality at PK, Department of International Cooperation, Research Department
		Collecting statistics on the opening and the defence of doctorates with regard to gender – implementation by Doctoral School and transferring these statistics to the Rector's Plenipotentiary for Equality at PK	Balancing the percentage of opening doctoral courses and defence of doctoral candidates by women and men	Doctoral School, Rector's Plenipotentiary for Equality at PK
		Establishing a permanent mediator/academic ombudsman whose responsibilities will include resolving cases between female and male employers	Improving work culture and problem solving, monitoring of cases dealt with	Mediator / Academic ombudsman

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		and employees regarding mutual treatment, work culture and respect for individuals		
INCREASING THE GENDER BALANCE IN THE RECRUITMENT OF EMPLOYEES	PK community – female and male employees and students of the Doctoral School	Applying good practices, soft instruments (incentives) for underrepresented sex: <ul style="list-style-type: none"> ● promotion campaigns, appropriate language, visual promotion of women's academic careers in masculinized fields and of men's careers in feminized fields ● reaching the widest possible range of potential women and men candidates, taking gender into account ● active search for women candidates for positions in masculinized fields and men candidates in feminized fields ● using transparent criteria in recruitment calls, clear guidelines for evaluating the acquis, disclosure of applications, possible consultation with women and men external experts 	Balancing the university's research and teaching potential in terms of gender, aiming to reach 40% of women by 2024	Vice-Rector for Gender Equality (from 2024) and now Rector's Plenipotentiary for Equality at PK in cooperation with the Department for Personal and Social Affairs and Doctoral School
		In the case of candidates with identical qualifications, choosing a person from an underrepresented gender group is suggested. Actions recommended: <ul style="list-style-type: none"> ● developing a clear procedure, ● obtaining approval and support for its introduction in certain units ● dissemination of information about recruitment rules - including affirmative action - together with 	from 2021: among candidates, the gender ratio should be at least 2:1, towards 1:1 at the level of organizational units at PK	Members of the organizational units responsible for recruitment Rector's Plenipotentiary for Equality at PK – (consultation)

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		the announcement of recruitment, so that all rules are clear to everyone from the beginning.		
		The recruitment and other committees should be gender balanced or composed of women and men representatives – Ordinance No 73 by Rector of PK of 1 October 2019.	Report after 2 years of implementation, then annually	Members of the organizational units responsible for recruitment Rector's Plenipotentiary for Equality at PK (consultation)
		Chairing persons in Recruitment Committees, women and men, should alternate	Between 2021 and 2023, half of the chairmen should be male and half should be female	Members of the organizational units responsible for recruitment
		Cooperation of recruitment or competition committees with PK Equality Observatory. Collecting and publishing statistics on the number of candidates and people selected, broken down by gender, taking into account the specificity of the discipline.	Data published annually	recruitment committees, Equality Observatory at PK
		Creating policy of remuneration and other employee benefits, in a transparent manner, setting out the remuneration rules for individual positions. Monitoring wages and other employee benefits taking into account gender and employment based on flexible forms of employment and/or flexible working time. Female and male employees at PK in the same positions, having similar tasks and responsibilities and work results should have similar salaries.	Creating reports on gender pay gap in the two-year cycle	PK Equality Observatory; Rector's Plenipotentiary for Equality at PK; Department of Personal and Social Affairs

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
MAKING IT EASIER TO COMBINE WORK AND FAMILY LIFE	people working and studying at PK, PhD students	Developing care infrastructure at PK: <ul style="list-style-type: none"> ● developing a plan to create a crèche and kindergarten on the Warszawska or Czyżyny campus, e.g. as part of the Initiative of Excellence ● developing a plan to create a childcare point: admitting/taking care of children for hours, open during the hours of classes at the selected campus (Warsaw, Czyżyny, or Podchorążych), e.g. as part of the Initiative of Excellence 	Increase in the number of children of staff, PhD students and students attending care institutions at PK	Rector's Plenipotentiary for Gender Equality at PK
		Making recommendations for work-life balance: <ul style="list-style-type: none"> ➤ friendly timing for meetings of Scientific, Didactic Councils ➤ creating the possibility of remote work and mobile working hours for academic employees and administration employees. ➤ introduction of individual working schedules, task-based working time and other flexible forms to combine work and family life ➤ diagnosing the needs of people returning to academic and didactic work after parental leave in terms of support from PK 	Recommendations to all faculties, teaching colleges and Scientific Councils 10-30% of working time depending on conditions Conducting consultations and studies to publish the results by 2024 for the next Gender Equality Plan for PK	Rector's Plenipotentiary for Equality at PK Organizational Units Equality Observatory; Rector's Plenipotentiary for Equality at PK
		Inclusion in the researchers' interim assessment forms of the category "care obligations" - in cooperation with Rector's Plenipotentiary for Equality at PK	Implementation of the assessment form by 2022	Rector's Plenipotentiary for Equality at PK, Department of Personal and Social Affairs

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		Using the Guide for Young Parents (women and men) to facilitate the handling of formal matters during pregnancy and maternity and paternity leave - the guide was created as part of the GEECCO project	Increase in the number of downloads of the Guide for Young Parents	Department of Personal and Social Affairs
PREVENTION OF DISCRIMINATION	PK community	<p>Creation of guides:</p> <ul style="list-style-type: none"> • Anti-Discrimination to raise awareness of existing discrimination and how to prevent it, together with a description of the procedure for dealing with victims of discrimination • Recommendations for non-discriminatory and gender sensitive language at PK 	The increase in the number of downloads of the Anti-Discrimination Guide from the website of the Rector's Plenipotentiary for Equality at PK	Rector's Plenipotentiary for Equality at PK and Plenipotentiary for Prevention of Discrimination Practices
		<p>Introduction of an Anti-Discrimination Procedure to allow for formal complaint proceedings, safe reporting and prevention of sexual harassment and discrimination, both by the person who has experienced discrimination and by the PK management units.</p> <p>Indication that there are two paths for reporting discrimination cases at PK:</p> <ul style="list-style-type: none"> • formal complaint procedure governed by the Anti-Discrimination Procedure • informal remedial proceedings in the form of actions of Plenipotentiary for Prevention of Discrimination Practices • dissemination of knowledge about the functioning of both paths e.g. by posting information about the possibility of contacting the Plenipotentiary for Prevention of Discrimination Practices in a 	Increase in the number of entries to the procedure information page. Evaluation of the Anti-Discrimination Procedure after 3 years of operation.	Rector's Plenipotentiary for Equality at PK and Plenipotentiary for Prevention of Discrimination Practices

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		<p>prominent place on PK website and individual departments. Cooperation of both representatives and both kinds of procedure by transferring knowledge and experience.</p> <p>Regulation of equality and anti-discrimination activities at PK by separating the functions of the Plenipotentiary for Prevention of Discrimination Practices and the Rector's Plenipotentiary for Equality at PK (see description)</p> <p>The procedure should include information on what happens after the application is submitted: who is handling it, when, how much information about the proceedings will be communicated to the reporting person, etc.</p> <p>Part of the procedure is to raise awareness of the catalogue of cases taken and the consequences applied at PK against the people who commit discrimination and sexual harassment.</p> <p>Providing a link to the "Anti-Discrimination Guide" on each organizational unit's website.</p> <p>Providing the guide "Recommendations for non-discriminatory language at PK" on the website of each organizational unit.</p> <p>Inclusion of the "Anti-Discrimination Guide" in the welcome materials for students and employees.</p> <p>Creation of the "Guide on counteracting/prevention of sexual harassment at PK".</p>		

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		<p>Recurring e-mailing to PK organizational units reminding about the equality measures taken at PK along with links to guides and procedures.</p>		
		<p>Introducing an electronic tool, in the form of a website, to support information and education and provide the possibility to report cases of sexual harassment and discrimination.</p>	<p>Increase in the number of website entries and increase in the percentage of effective interventions after reports of discrimination and sexual harassment.</p>	<p>Rector's Plenipotentiary for Equality at PK; Mediator / Academic Ombudsman; Plenipotentiary for Prevention of Discrimination Practices; Disciplinary Committees; Chancellor; Department of Personal and Social Affairs</p>
		<p>Organizing "Awareness-raising Week" to highlight the diversity of the university community and encourage anti-discrimination in various areas.</p> <p>Topics of the Week should go beyond gender equality and refer to other issues.</p> <p>Topics of the Week should focus on tackling social issues and highlighting positive phenomena:</p> <ul style="list-style-type: none"> ● tackling gender bias at university, ● supporting women's academic careers and combining work and family life with men ● counteracting homophobia and transphobia "Rainbow Week" ● increasing knowledge and skills to respond to racism, multiculturalism at PK, "PK available to all" 	<p>At least two events a year with 40 participants, including poster action + video, online information on Events</p>	<p>Rector's Plenipotentiary for Equality at PK Student's research circles; Promotion Unit; Press Office</p>

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
		<ul style="list-style-type: none"> ● combining work and education at PK with childcare. 		
		Cooperation with other universities/organizations on the dissemination of the ideas of equality and diversity included in the Gender Equality Plan for PK.	Cooperation agreements, monitoring co-organised events	Rector's Plenipotentiary for Equality at PK

GOAL 3. ENSURING EQUALITY EDUCATION AND IMPLEMENTING GENDER EQUALITY INTO THE CONTENT OF TEACHING, RESEARCH AND INNOVATION ACTIVITIES

Objective 3 - its implementation is intended to raise awareness of the existing diversity of views, ambitions and perceptions and to strengthen the importance of diversity in the community and approach to research problems

Goal / Priorities	Target groups	Actions / Activities	Targets / Indicators	Responsible entity
RAISING AWARENESS OF THE IMPORTANCE OF EQUALITY ISSUES AND STRENGTHENING THE IMPORTANCE OF DIVERSITY	PK community – female and male - employees and students	<p>Training for female employees and staff (scientific and administrative), students, PhD students and doctoral candidates:</p> <ul style="list-style-type: none"> ● raising awareness of discrimination (including discriminatory language), violence (including prejudice-motivated violence, gender-based violence), harassment and sexual harassment enhancing skills related to the recognition of these phenomena and responding to them ● state of the art knowledge checked before and after training. Information on the certificate of completion of the training can be entered in the periodic assessment form. ● Introduction of anti-discrimination training for the management of organizational units and for people representing student governments. 	<p>Raising awareness of anti-discrimination</p> <ul style="list-style-type: none"> ● Training of all new female and male employees from 2021. ● Training of at least 100 employees in 2021. ● Training of management of organizational units in the new term for PK authorities. ● Online offer of training for first-year and second-year students –for volunteers in each unit in 2022 	College of Social Sciences
	Academic teachers of PK	Workshop meetings for academics on anti-discrimination in didactics	Organization of three such meetings per academic year for 10 people	College of Social Sciences

	PK Community	"Equality Course"- promotion, dissemination of an online equality course for employees and students at PK. The course should be created using materials available at other Polish universities or developed within the framework of EU projects. The course should be mandatory as a subject at all PK departments from 2023	Participation of at least 100 employees and at least 200 students per year in the Course for Equality until 2022; Compulsory participation in the Course for Equality for female and male Students at PK from 2023	College of Social Sciences
IMPLEMENTING GENDER EQUALITY INTO THE CONTENT OF TEACHING ACTIVITIES	Academic teachers and students of all degrees	Training PK academics on how to insert equality content into existing specialized subjects, where possible, and implementing content into programmes	Equality aspects are to appear in at least 3-4 syllabuses of specialized subjects	College of Social Sciences and Rector's Plenipotentiary for Equality at PK and vice-deans responsible for didactics
	College of Social Sciences lecturers and PK students	Development of teaching content on equality in the teaching process of social sciences subjects for all degrees	The presence of aspects of equality in social science curricula (syllabuses)	College of Social Sciences
IMPLEMENTING GENDER EQUALITY INTO THE CONTENT OF RESEARCH AND INNOVATION	Scientific, research & teaching and teaching positions of staff at PK	Training of research and teaching staff on the integration of equality aspects into the content of research	Organization of 2-3 trainings per academic year for each scientific discipline, introduction of incentive systems (awards)	College of Social Sciences; external experts and state RFOs (NCN, NCBR,...)

Description of the proposed groups to be activated in GEP implementation

NETWORKING GROUPS FOR FEMALE PhD STUDENTS

Networking groups should be characterized by:

- inclusion of PhD students in the network of contacts with academic staff and employees,
- organization of lectures (with invited speakers/experts) on women's careers in science, from Poland and worldwide (e.g. managers of international grants implemented at PK),
- organization of 3 "networking breakfasts" during the academic year, to which PhD students and academic staff from different fields of science will be invited, combined with lectures of invited experts.

This formula will allow for less formal contacts, sharing experiences, providing advice and substantive support, as well as the integration of PhD students from different faculties. The action is synergistic – it will strengthen PhD students, integrate the academic community and increase the visibility of good academic practices outside.

In addition to "networking breakfasts", PhD students will be contacted on an ongoing basis by means of a mailing list, administered in cooperation with the Rector's Plenipotentiary for Equality at PK. The action is broad and open to counteract the phenomenon of "cream harvesting", i.e. highlighting and rewarding people who have enough achievements and assertiveness. It is aimed at strengthening PhD students and equipping them with knowledge about publishing strategies, applying for grants, trips abroad, which will be useful to them in the later stages of their scientific career. The action will allow to select equality ambassadors in doctoral self-government. Action will be taken in connection with the Career Development Strategy developed by the Office of Personal Affairs and in cooperation with individuals and Doctoral School.

EQUALITY OBSERVATORY AT PK

The objective of the Equality Observatory at PK is to (permanently or at least annually) monitor statistical data on the participation of women and men: at various scientific levels of career progression, including I and II degree of studies and PhD studies, participation in management structures at the university as well as in committees including rector's, senate, academia, recruitment and disciplinary that perform advisory functions at the rector's level and faculty level.

The result of the Observatory's activities should be annual reports made available, inter alia, on university websites, i.e. easily accessible to all members of the PK community.

The Observatory will also conduct research on the experience of equal treatment (in cooperation with the Rector's Plenipotentiary for Equality at PK) and problems in achieving and respecting diversity, such as discrimination on the basis of various grounds, e.g. sexual harassment (in cooperation with the Plenipotentiary for Preventing Discrimination Practices at

PK) and problems with combining work and family life as well as implementing a transparent remuneration policy and other employee benefits, which will contribute to the reducing the gender pay gap.

The Observatory should monitor the changes that will be observed at PK in connection with the implementation of the Gender Equality Plan for PK, in order to develop tools for the evaluation of the Plan.

FUNCTIONS OF THE RECTOR'S PLENIPOTENTIARY FOR EQUALITY AT PK

The position of the Rector's Plenipotentiary for Equality at PK is very important. It is directly under supervision of the Rector of PK. The functions cover all issues related to the implementation and monitoring of equality issues of the PK academic community. The Plenipotentiary promotes and disseminates the issues of equal treatment and anti-discrimination standards, collects data on unequal and unfair treatment and prepares systemic strategies and methods to prevent such situations in the future. The representative ensures the visibility of materials (including information constituting the legal basis, brochures, guides and courses) on equality on a dedicated website.

FUNCTIONS OF PLENIPOTENTIARY FOR PREVENTION OF DISCRIMINATION PRACTICES

Functions cover issues relating to the prevention of discrimination and supporting victims. His position is included in the Anti-discrimination Policy prepared for PK. The current work of the plenipotentiary includes receiving cases and complaints of discrimination, conducting explanatory proceedings and issuing opinions on allegations of discrimination in accordance with the rules of the Anti-Discrimination Procedure - formal complaint procedure. Moreover, the Plenipotentiary for Prevention of Discrimination Practices should develop activities aimed at counteracting and preventing discrimination phenomena, as well as gathering information on good practices related to anti-discrimination.

FUNCTIONS OF MEDIATOR/ACADEMIC OMBUDSMAN

The aim of the Mediator / Academic Ombudsman is to create a platform for members of the PK academic community to resolve conflicts, difficulties and tensions arising in relations with other people at the university, analyse and explain these matters, and intervene in the event of violations of law or procedures. The tasks of the Mediator / Academic Ombudsman consist in supporting employees, ensuring that members of the academic community are treated fairly and honestly, solving problems arising from mobbing and helping in other problems related to the university and its community that could not be solved under standard procedures.

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*ANNEX – TUW CAREER ADVANCEMENT PLAN FOR WOMEN AND
EQUAL OPPORTUNITIES PLAN 2017*

Note:

The only legally binding version of the statutes of the Technische Universität Wien is the German version.

The English version provided here is intended as a service (guide) for our international staff members and doesn't replace the German version.

Career Advancement Plan for Women at TU Wien

(Senate decision of 1 December 2014) The German version shall prevail in the event of any dispute or ambiguity.
(online 23.11.2015)

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Preamble

Equality between women and men is one of the objectives of TU Wien pursuant to § 1 Universities Act 2002, as amended, hereinafter referred to as UG, and is part of the principles and tasks of the universities pursuant to §2 subpara. 9 and §3 subpara. 9. Pursuant to § 41 UG, the universities are obligated to achieve a gender balance among their employees.

Vienna University of Technology, hereinafter referred to as TU Wien, commits itself to the career advancement of women and to creating positive and career-enhancing conditions for women. It therefore sees it as a joint task of all members of the university to achieve the objective that women and men at TU Wien have opportunities to develop according to their qualifications and that any existing discrimination against women is eliminated or counterbalanced. The actual equal treatment of women and men and the career advancement of women shall be appropriately reflected in the human-resource policy of TU Wien, in particular the strengthening of gender competences of all members of TU Wien, in research and teaching as well as in the distribution of resources (gender mainstreaming and gender budgeting). This is an important obligation for persons in management positions.

This also includes support for female students as potential future scientists. Research and teaching should be planned and carried out equally by women and men. Female students should be encouraged to pursue an academic career by the example of female role models. TU Wien is actively committed to ensuring that its study and working conditions offer women and men equal opportunities for scientific research, teaching and learning.

The guiding principles are derived from the provisions of the Federal Equal Opportunities Act, as amended, hereinafter referred to as B-GIBG, and in particular from the general duty of promoting career advancement for women (§ 11 para. 1 B-GIBG), from the analogous application of preference in recruitment to the federal civil service (§ 11b B-GIBG), priority in promotions (§ 11c B-GIBG), priority in training and further education (§ 11d B-GIBG), from the Career Advancement Plan for Women in the sphere of action of the Federal Ministry of Science and Research (Federal Law Gazette II 97/2008) as well as from §§ 2 subparas. 9 and 10 UG. The University's tasks are derived from § 3 subparas. 4 and 9 UG.

By creating its own incentive systems, TU Wien shall provide support for the implementation of the objectives of the Career Advancement Plan for Women, hereinafter referred to as FFP.

Part A. General provisions

§ 1 Legal basis

The legal basis of the FFP of TU Wien is the Austrian Federal Constitution, § 11a B-GIBG, §§ 19 para. 2 subparas. 6 and 7 and §§ 41ff UG and the TU Wien Statutes.

§ 2 Scope of application

The FFP applies to all members of the University pursuant to § 94 UG.

§ 3 Objectives of the Career Advancement Plan for Women

By implementing the FFP, TU Wien pursues the following strategic and operational objectives, in particular:

1. guaranteeing equal opportunities for women and men;
2. strengthening gender competence;
3. applying gender mainstreaming and gender budgeting;
4. advancing the careers of women;
5. eliminating any existing under-representation of women;
6. preventing discrimination against women;
7. integrating relevant women's and gender research into research and teaching;
8. ensuring a liveable working environment;
9. strengthening information on and communication about gender equality, and
10. ensuring the adequate infrastructure to realise gender equality and the advancement of women.

§ 4 Gender mainstreaming and gender budgeting

(1) In all university-related decision-making processes, the perspective of gender relations shall be included, and gender equality shall be considered in all these processes. To ensure that the principles of gender mainstreaming and gender budgeting are consistently implemented in all decision-making processes and in the planning of all measures to be taken, TU Wien shall draw on existing expert knowledge from the Committee on Equal Treatment, hereinafter referred to as AKG, and from the Office for Gender Competence at TU Wien and shall involve them in these processes.

(2) To implement gender mainstreaming and gender budgeting, the goals of gender equality and the career advancement of women shall be integrated into the following, among others:

1. preparing draft chapters of the Statutes (§ 22 para. 1 subpara. 1 UG) and enacting or amending chapters of the Statutes (§§ 19 para. 1 and 25 para. 1 subpara. 1 UG);
2. preparing the development plan (§ 22 para. 1 subpara. 2 UG), and
3. preparing a draft performance agreement (§ 22 para. 1 subpara. 4 UG) as well as negotiating and concluding it (§ 23 para. 1 subpara. 4 UG).

(3) The principles of gender equality and the advancement of women shall also be integrated into all target agreements (§§ 21 para. 1 subpara. 6, 22 para. 1 subpara. 6 UG).

(4) The principles of gender budgeting shall be taken into consideration when preparing the budget.

(5) Knowledge of gender mainstreaming and gender budgeting is expected of management staff and members of University boards and committees.

(6) Contingent upon budgetary resources, the rectorate shall periodically host information and further education events on gender mainstreaming and gender budgeting as well as gender equality, in particular for management staff.

§ 5 Under-representation

Women are deemed to be under-represented, if they form a group of less than 50% of all staff members at a particular hierarchy level or in a category of employment law in a given organisational unit.

§ 6 The duty of promoting the career advancement of women

(1) The objective of the FFP is to increase the proportion of female staff members in all organisational units, at all hierarchy levels and in all management positions -and activities at TU Wien, both in fixed-term and permanent employment relationships and in training relationships, to at least 50%, regardless of the duration of such employment and training relationships. All measures that directly or indirectly influence the proportion of women shall also be aligned with this objective. Measures for the career advancement of women shall be integrated into human-resource planning and personnel development. The urgency of the need for the career advancement of women shall be determined by the extent of their under-representation.

(2) To achieve these objectives, in all those areas in which the proportion of women is less than 50%, relevant measures shall be taken to increase the proportion of women by 20% in the first two years after this FFP has entered into force, until a proportion of women of 50% has been achieved in individual salary categories, salary schemes, deployment groups, salary groups and management positions.

If the proportion of women is below 10%, measures shall be taken with the objective of doubling the current proportion of women within two years of this FFP entering into force.

If the proportion of women is 0%, measures shall be taken with the objective of achieving a proportion of women of 5% within the next two years.

If a proportion of women of 50% has already been achieved, this proportion shall be maintained as far as possible.

(3) To increase the proportion of women among professors and among young scientists, special measures shall be taken, for example establishing tenure-track positions and professorships for women.

(4) All members of the University and in particular management bodies are obligated to work towards the following within their sphere of activity:

1. eliminating any existing under-representation of women in the total number of staff members and positions;
2. eliminating any existing discrimination against women in connection with the employment relationship, and
3. taking into consideration the objectives pursuant to § 3 hereunder when taking any other measures that directly or indirectly influence the proportion of women.

§ 7 Anti-discrimination policy

(1) The representative of TU Wien in the National University Federation shall work towards ensuring that the collective agreement has no gender-discriminatory effects.

(2) Female staff members shall not be discriminated against directly or indirectly when their remuneration is set in their individual employment contracts. The same applies to any allowances, contributions and contributions in kind.

§ 8 Public relations

Topics relating to women and gender equality shall be appropriately presented as essential features of the University's profile in terms of content and language.

§ 9 Information on applicable laws, regulations and administrative provisions

The rectorate shall regularly update the heads of all organisational units, the AKG, and the head of the Office for Gender Competence in a legally binding and consistent form on all applicable and current laws, regulations and administrative provisions as well as information pertaining to employment law and social law and any other information relevant to gender equality and the career advancement of women. This information shall be forwarded, in a verifiable manner, in electronic or other form with the request to distribute it in the organisational unit.

§ 10 General information

(1) The extent of women's participation in university life and their contributions to research, teaching and administration shall be documented in the media of TU Wien (e.g. on the TU Wien website).

(2) The TU Wien website shall contain links to information on gender equality (the homepage shall contain links to the pages of the AKG and the Office for Gender Competence).

(3) As part of orientation events and the orientation period of curricula, the governing body primarily responsible for enforcing the provisions of study law (Dean of Studies) shall provide information on legal protection against discrimination and on women's and gender research. Information shall also be provided on TU Wien's contact points for sexual harassment, harassment, and bullying.

(4) At the introductory events for new staff members of TU Wien (e.g. "getTUgether"), information shall also be provided about the AKG and the Office for Gender Competence and their areas of responsibility and their services.

(5) In electronic and other directories of TU Wien, the names, addresses and email addresses of the members of the AKG and the Office for Gender Competence shall be included together with their function.

(6) The rectorate shall support information events on the duties and activities of the AKG for members of the University pursuant to § 94 UG.

(7) The rectorate shall also support information events and further education on gender competence, gender mainstreaming, gender budgeting, and gender equality (particularly for management staff) through the AKG or the Office for Gender Competence.

Part B. Awareness raising

§ 11 Use of gender-responsive language

(1) All bodies and administrative units of TU Wien shall use gender-responsive language in their releases, forms, minutes, speeches and other notifications directed at the general public or members of the University. In this respect, either the female and male forms shall be used explicitly or gender-neutral designations shall be used in all documents and – whenever reasonable and feasible – in oral statements.

(2) Any wording as well as names of governing bodies and positions shall be chosen such that they refer to both women and men in equal measure.

(3) The use of boilerplates that, for example, at the beginning, at the end or in the footnotes of a text state that the chosen references to people apply to both genders shall not be permissible.

(4) Gender-responsive language shall also be used in teaching (e.g. in course announcements, teaching materials, academic papers).

§ 12 Data on the proportion of women

(1) Data on the proportion of women shall be collected every year as part of the general reporting obligations. Annual averages shall be reported.

Data on the current state shall be collected, documented and published, paying particular attention to the proportion of women among staff members and students.

Data on the proportion of women at TU Wien shall be collected in total as well as individually for all faculties and for the central service and administrative facilities. In all groups of persons, the proportion of women shall be determined for both fixed-term and permanent staff members as well as for part-time and full-time staff members.

Data on the following categories shall be collected:

1. Academic staff and general staff:

The contractual relationships are identified per head and as full-time equivalents as follows:

- for existing federal staff and federal staff whose contracts have been converted at the end of the implementation period of the UG, and

- for newly appointed staff from 1 January 2004 in an employment relationship with TU Wien, broken down into available categories in the staff administration system (currently SAP) and the type of employment (global budget/external funding) as well as any possible differentiations laid down in the Statutes or the collective agreement.

2. Students – female and male graduates:

The proportion of women among students at TU Wien, at each faculty, and in each field of study shall be identified according to the following categories:

- students beginning their studies, and

- graduates of degree programmes in all fields of study (first-degree graduates, second-degree graduates).

All proportions shall be stated in numbers and percentages.

3. Recipients of research scholarships, subject to available data.

4. Teachers: amount of teaching time.

The amount of teaching time shall be evaluated separately for every faculty according to the existing categories of teaching, and the proportion of women shall be identified in numbers and percentages as well as with regard to individuals.

The amount of teaching carried out in the field of women's and gender research shall be recorded separately according to the gender of the teachers.

5. Other areas:

If a decision on the items below is made as a result of an application, the proportion of women shall be communicated to the AKG per calendar year:

a) the allocation of research funds;

b) the allocation of funds for research-related further education;

c) the allocation of funds for further education unrelated to research;

d) the allocation of travel grants (from both the global budget and external funding),

e) the allocation of financial support (e.g. scholarships), corresponding to their proportion of staff.

(2) The Rector shall have the ultimate responsibility for collecting data on the proportions of women pursuant to para. 1. She/he shall ensure the continuous and consistent collection of all necessary data in all organisational units and at all hierarchy levels of TU Wien.

(3) The rectorate shall forward the data collected on the proportions of women pursuant to para. 1 immediately and in a verifiable manner to the AKG. The current statistics shall be published in aggregated form in the University Gazette and on the TU Wien website.

§ 13 Data on remuneration

(1) In addition, data on the remuneration of women and men shall be collected each year. Annual averages shall be recorded.

(2) The following shall be specified:

- all costs per person excluding employer's contributions, and

- the costs for salaries and teaching remuneration.

The development of any differences in salaries between women and men shall be reported. The salaries for TU Wien shall be reported in total and separately for all faculties as well as for the central service and administrative facilities, divided according to contractual relationship and employment law, in an appropriately summarised form for each area to safeguard data privacy (aggregation of data).

(3) The Rector shall be ultimately responsible for the data collection pursuant to para. 1. She/he shall ensure the continuous and consistent collection of all necessary data in all organisational units and at all hierarchy levels of TU Wien.

(4) The rectorate shall forward the data pursuant to para. 1 to the AKG in a verifiable manner and without delay. The current statistics shall be published in aggregated form in the University Gazette and on the TU Wien website.

§ 14 Reporting obligations on the career advancement of women

(1) To ensure transparency, the rectorate shall prepare an annual report, as part of the University's internal reporting, on the career advancement of women, specifying the progress that has been made in the implementation of the advancement measures. This report shall be forwarded to both the Senate and the AKG and published in a suitable form (e.g. in the University Gazette and on the TU Wien website).

(2) The report shall specify the fulfilment of the set proportion of women in all deployment and salary groups, subject to available data, in particular for the criteria stated below:

1. staff members of all organisational units in all contractual relationships and positions and in all employment relationships and training relationships;
2. termination and extension of employment contracts;
3. participation in training and further education according to contractual relationships, based on available data;
4. allocation of internal funding and awards;
5. the proportion of women among active students according to the intellectual capital report and of the graduates of the various degree programmes, and
6. the proportion of hours of teaching by women, according to faculty, course type, contractual relationship and proportion of teaching remuneration.

(3) In addition, the following budgetary data shall be reported:

1. payments for secondary employment according to deployment groups and gender;
2. number and sum of overpayments above the salary grades of the collective agreement (KV) for all KV employment contracts (global budget and external funding);
3. remuneration for overtime according to contractual relationships and positions;
4. number and volume of research projects per project manager per faculty, and
5. award of travel grants according to contractual relationships.

(4) If a proportion of 50% women is not achieved in one area, the principal reasons for this shall be identified. Within six months after the publication of the report, suitable measures to achieve the set proportion of women shall be proposed and the timeframe for the implementation of these measures shall be set. The implementation of these measures shall be stated and published in the target agreements. A report on this shall be sent to the AKG in a verifiable manner.

Part C. Teaching

§ 15 Women's and gender research and gender-specific teaching content in the curricula

As part of the curricula, courses with content on theory of science and/or critical appraisal of methods with regard to women's and gender research shall be offered and recommended to the students, as a minimum, as an elective in the degree programme.

§ 16 Review of the curricula

The senate and/or the study committees shall submit every draft proposal to enact or amend a curriculum to the Office for Gender Competence for its opinion.

§ 17 Participation of women in teaching

(1) Female teachers shall not be discriminated against in the commissioning or assignment of teaching to academic staff and external teachers. Women shall participate in teaching of all categories in a balanced manner.

(2) The AKG shall be informed about the assignment of teaching, and the chairperson of the AKG shall be informed of the courses and tutorials that have been assigned. In the case of discrimination as a result of an unobjective distribution of teaching, an appeal can be made to the arbitration board.

§ 18 Use of gender-responsive language

Teachers and students are expected to use gender-responsive language and to refrain from using examples, representations or topics that are gender-discriminatory or that encourage stereotypes.

§ 19 Evaluation of teaching

Evaluations of teaching pursuant to § 14 paras. 4 and 5 UG shall also take into account whether measures for the career advancement of women have been taken in planning the teaching and whether the teaching content has adhered to the duty of promoting equal treatment and has been communicated in a gender-sensitive manner (e.g. by using gender-responsive language, refraining from using examples, representations or topics that are gender-discriminatory or that encourage stereotypes and an uncritical discussion of gender issues, etc.). In addition, the data shall specify whether topics relating to women and gender are covered in teaching.

Part D. Research

§ 20 Advancement of women in research

(1) TU Wien shall support research conducted by women and men to an equal extent.

(2) Until an incentive system pursuant to § 54 hereunder has been established, preference shall be given to research proposals of equal quality submitted by women if such applications exist.

(3) If governing bodies or members of the University are called upon to make a decision on the award of research funds from private sources, they shall not only take into consideration the qualification but also the gender-balanced distribution of funds.

§ 21 Equivalence of women's and gender research

When assessing qualifications (e.g. in habilitation procedures), academic and artistic theses on topics from the fields of women's and gender research shall be deemed to be equivalent to theses on other research topics within the same academic subject.

§ 22 Advancement of women's and gender research

TU Wien supports research on topics relating to women and gender in the artistic and scientific fields of studies represented at the institution.

Part E. Students

§ 23 Increasing the proportion of women in fields of study in which women are under-represented

(1) TU Wien shall take appropriate human-resource, organisational and financial measures to promote women's access, in particular to degree programmes in which women are under-represented.

(2) In all degree programmes in which the proportion of female students beginning their studies or female graduates is under 50%, strategies shall be developed and specific measures taken by the competent governing bodies or the persons in charge in order to increase the proportion of women in these degree programmes. The Office for Gender Competence gives advice on developing these measures and provides support in implementing them.

(3) Measures to increase the proportion of female students beginning their studies (e.g. the FiT campaign) shall also be financially supported by TU Wien, if possible.

(4) Students shall be informed about scholarships and awards from TU Wien in an appropriate manner. Women shall be strongly encouraged to apply.

(5) TU Wien shall work towards attracting additional scholarships for women and towards ensuring that scholarships can be intermitted for parental leave or leave for family reasons and that the age limit for scholarships can be extended for family commitments.

§ 24 Mentoring and coaching

Mentoring and coaching shall be deemed to be important measures taken to increase the number of graduates of bachelor's, Magister, diploma, master's and doctoral degree programmes at TU Wien. TU Wien ensures that the Office for Gender Competence develops and implements such programmes, contingent upon financial resources.

§ 25 Compatibility of studies and family care

(1) TU Wien works towards making pregnancy, parenthood, and care of family members compatible with studies and the completion of degree programmes.

(2) Care of family members is a reason for leave pursuant to § 26 para. 1 subpara. 5 in the provisions of the Chapter on Study Law of the TU Wien Statutes.

Part F. Human resources and organisational development

Chapter I: General provisions

§ 26 Human resources and organisational development

(1) Human resources and organisational development shall be important instruments for increasing the proportion of women and for the career advancement of women at TU Wien. All measures related to HR and organisational development shall take the concepts of gender mainstreaming and gender budgeting into account and work towards strengthening the gender competences of all TU Wien members.

(2) TU Wien shall take appropriate HR, organisational and financial measures with regard to the following areas:

1. promotion of women's academic achievements;
2. promotion of young female scholars and students;
3. elimination of any existing under-representation of women in a training or employment relationship with the University in all organisational units, at all hierarchy levels, and in all positions and activities,
4. further education and advancement of women's professional qualifications.

Chapter II: Recruitment

§ 27 General considerations

(1) Pursuant to the duty of promoting the career advancement of women of § 41 UG and § 11 B-GIBG, the proportion of women in all organisational units, at all hierarchy levels, and in all management positions and activities at TU Wien shall be increased to 50% pursuant to B-GIBG, or an existing proportion of at least 50% shall be maintained.

Thus, in all organisational units in which this proportion has not been achieved, female applicants who are equally qualified for the advertised position as the most qualified male applicant shall be given priority until a proportion of women of at least 50% has been achieved, unless reasons specific to a male applicant tilt the balance in his favour.

(2) The reasons specific to a male applicant pursuant to para. 1 shall not have any direct or indirect discriminatory effect on female applicants. In particular, using marital status or maintenance obligations as criteria shall not be permissible.

§ 28 Job advertisements

(1) Job advertisements shall refer to both genders or shall be written in a gender-neutral form and shall include no additional text suggestive of a particular gender.

(2) The relevant qualifications for the vacancy (job profile) shall be incorporated into the job advertisement in their entirety. When defining the admission requirements in job advertisements, the unit advertising the job shall adhere to the criteria included in the relevant job profile.

(3) Advertisements for vacant jobs as well as leading positions shall contain the following boilerplate: "TU Wien is committed to increasing female employment in leading positions. Female applicants are explicitly encouraged to apply." In case of an existing under-representation, the following sentence shall be added: "Preference will be given to women when equally qualified."

(4) Staff members of TU Wien shall be informed of advertisements for jobs and management positions in a timely manner, also during a legally protected form of leave from their job or workplace. This shall also apply to internal job advertisements.

(5) The AKG shall be informed of the job advertisements, including a description of the workplace and the duties of the relevant organisational unit, in a verifiable manner no later than 14 days before the publication of the advertisement pursuant to § 42 para. 6 subpara. 1 UG.

(6) Job advertisements are subject to the AKG's right to raise objections.

In particular, job advertisements that are contrary to para. 1 and 2 and job advertisements that are of such a general nature that they present no objective basis for the staff selection procedures shall not be permissible. The same applies to overly specific job advertisements where there are reasonable grounds for suspecting that the aim is to unobjectively restrict the potential round of applications in favour of a certain person or a certain gender.

(7) Before making an appeal to the arbitration board, the AKG shall have the right to send a written, reasoned objection to the governing body advertising the job within six working days. If the governing body advertising the job insists on its decision during the six working days, the three-week deadline for making an appeal to the arbitration board (pursuant to § 13 para. 2 Chapter AKG of the TU Wien Statutes) shall begin on the day that the decision is submitted to the AKG. For appointment procedures for professors, the deadline for

making an appeal to the arbitration board shall be two weeks (pursuant to § 98 para. 9 UG).

(8) If a job advertisement is not mandatory pursuant to § 107 para. 2 UG, the AKG shall be notified in a verifiable manner of the recruitment proposals based on a qualified selection procedure with a transparent justification of the selection before the employment contract is signed.

§ 29 Encouraging female applicants

Targeted efforts shall be made by the unit advertising the job to encourage potential female applicants to apply. The AKG shall be notified of the measures undertaken in the justification of the selection decision.

§ 30 Repeating a job advertisement

(1) The unit advertising the job shall undertake verifiable efforts to find suitable female applicants. The AKG guidelines, as amended, on the non-necessity of a repeated job advertisement shall be observed.

(2) After the application deadline has expired, the unit advertising the job - where applicable via the relevant personnel department - shall submit to the AKG a list of the female and male applicants and a written statement of the measures taken to attract female applicants. The AKG shall then give its opinion on this. Relevant evidence shall be added to the file.

(3) If no applications from suitably qualified women have been submitted by the application deadline and if no efforts have been undertaken to attract female applicants, the job shall be advertised again before the selection procedure begins and efforts shall be undertaken to attract female applicants. If the AKG does not present a reasoned objection in its opinion, the repetition of the job advertisement may be omitted. If no applications are submitted by women after the new job advertisement, the selection procedure shall be carried out.

§ 31 Inclusion of the AKG

(1) After the application period has ended, a list of all applications received shall be submitted to the AKG without delay (§ 42 para. 6 subpara. 2 UG).

(2) If interviews for recruitment are carried out with applicants during the selection procedure for a vacant job or management position, the list of those applicants invited shall be submitted to the AKG without delay (§ 42 para. 6 subpara. 3 UG). All female applicants who meet the requirements of the job advertisement shall be invited. The AKG shall be invited to these application interviews in verifiable manner in writing and in a timely manner (no later than 6 working days in advance). In exceptional cases (e.g. an unusually large number of applicants), the number of applicants to be invited can be reduced as an exception and with the written agreement of the AKG.

(3) If third parties are involved in the assessment of applicants (e.g. external management consultancy, human-resource consulting, etc.) the selection procedures shall include gender mainstreaming and gender budgeting as a compulsory quality attribute, pursuant to EU directives. The AKG shall be included in this selection process and invited to all job or admission interviews, hearings, etc. in a timely manner, i.e. no later than 6 working days beforehand, and in writing.

(4) In appointment procedures for professors, §§ 33-35 hereunder shall also apply.

§ 32 Job interviews with female applicants following a job advertisement

(1) Discriminatory questions (e.g. on family planning) shall not be asked in job interviews. When assessing female applicants' qualifications, no selection or assessment criteria shall be used that are based on a discriminatory, stereotyped understanding of gender roles.

(2) Applications submitted by women during a legally protected form of leave from work shall be included in the selection procedure and shall be given equal consideration with other applications.

(3) As a principle, selection criteria not mentioned in the job advertisement shall not be considered. If, as an exception, the definition of ancillary criteria for decision-making is indispensable in a recruitment procedure, these shall not be unobjective. In addition, the qualifications stipulated in the job advertisement shall not be disregarded as a result of citing these ancillary criteria. The ancillary criteria shall be a suitable means of making a decision, i.e. aspects that are of no significance with regard to fulfilling future tasks shall not be included. Further, no ancillary criteria shall be applied that are based on a discriminatory, stereotyped understanding of gender roles. If, as an exception, ancillary criteria are applied in the selection decision, the personnel decision shall be justified in a transparent manner in writing to the AKG.

(4) If women are under-represented pursuant to § 11 para. 2 B-GIBG and if no woman has been nominated to fill a vacancy, the person entitled to make a nomination shall present the reasons in writing for the non-consideration of each female applicant.

Chapter III:

Additional provisions for appointment procedures for professors

§ 33 Participation in appointment procedures for professors

(1) If candidates are included in appointment procedures pursuant to § 98 para. 2, 2nd sentence, UG who did not apply, the AKG shall be notified immediately.

(2) A maximum of two members of the AKG shall have the right to participate in meetings of the appointment committee in an advisory capacity and to make official proposals for procedural issues, give dissenting opinions and have contributions to discussions made by members of the appointment committee recorded in the minutes. The members of the AKG shall be invited in due time to every meeting of the appointment committee. If they are not invited, the appointment committee shall carry out the discussion and retake its decision for the matter again in a new meeting to which the AKG shall be invited in due form.

(3) According to § 42 para. 4 UG, the AKG shall have the right to view all documents, in particular application documents and reports, and to make copies of these.

§ 34 Invitations to appointment lectures for professors

If applicants are invited to a lecture or a personal presentation as part of an appointment procedure for professors, all female applicants who fulfil the legal prerequisites for recruitment or the recruitment requirements and meet the demands of the job advertisement shall be invited. In exceptional cases (e.g. an unusually large number of applicants), the number of applicants to be invited may be reduced as an exception and with the written agreement of the AKG.

§ 35 Selection decisions

(1) Female applicants who are equally qualified for the advertised position as the most qualified male applicant shall be given priority in the appointment proposal until a proportion of women of at least 50% has been achieved in the relevant employment category.

(2) Female candidates in the appointment proposals who are equally qualified as the most qualified male applicant shall be given priority in contract negotiations for appointments of professors.

(3) If no female applicant is included in the appointment proposal, the appointment committee shall specify the reasons for the non-consideration in the written assessment of each female applicant.

Chapter IV: Career planning, training and further education

§ 36 Mentoring and coaching

(1) TU Wien shall support programmes for HR development. The Office for Gender Competence shall also draw up measures for the development of female staff, in particular women's mentoring and coaching programmes and career-planning seminars, as well as gender training for all TU Wien staff members.

(2) Mentoring, i.e. the systematic, professional, organisational, and social introduction of, assistance for and support of staff members, is an important aspect of career advancement. In the introductory phase for new staff members, the immediate superiors shall be obligated to act as mentors. Other staff members of TU Wien who are experienced in the relevant area of responsibility may also be appointed as mentors by these superiors. However, the immediate superiors shall remain responsible for the introduction of new staff according to individual needs.

(3) Acting as a mentor shall be considered an important contribution to fulfilling the duties resulting from the employment relationship. The superiors shall pay particular attention to an additional workload resulting from this role when assigning official duties.

§ 37 Official duties

(1) When determining official duties, no task assignments shall be made that are discriminatory, career-hindering or based on a stereotyped understanding of gender roles. The same applies to the job profile for the workplace.

(2) In descriptions of duties and the consideration of suitability, no assessment criteria shall be included which result in a disadvantage for female staff members or which are based on a discriminatory, stereotyped understanding of gender roles.

(3) When determining official duties of academic staff, a balanced distribution of tasks in research, teaching and administration shall also be ensured for women working part-time. The workload shall be determined in such a way that carrying out research makes it possible to obtain further qualifications.

§ 38 Career development and performance appraisal interviews

(1) Regular career development and performance appraisal interviews shall be carried out for at least all female staff members at TU Wien. Career development and performance appraisal interviews also serve the

purpose of discussing the performance of the staff members with regard to the qualifications required for their career and supporting their advancement by providing the necessary framework conditions. For academic staff members, particular attention shall be paid to doctoral theses and habilitations.

(2) Until further notice, the basis for carrying out performance appraisal interviews shall be § 45a of the Civil Service Code (BDG) and the information provided by the Vice Rector for Human Resources and Gender.

§ 39 Training and further education, in particular for female academic staff members

(1) The relevant superiors shall encourage female staff members to attend training and further education as part of their duty of mentorship, and they shall also provide specific and timely guidance on the possibilities for training and further education that are of relevance to them. When permitting staff to participate in training and further education, attention shall be paid to gender balance.

(2) Superiors shall encourage academic staff members to obtain a doctoral degree or a habilitation. In addition, academic staff members shall be informed about relevant conferences, appropriate academic associations, possibilities for publication and opportunities to participate in research projects. Further, superiors shall ensure that there is no discrimination against female staff members in receiving funding for official travel, travel grants, etc. and special leave compared to male staff members.

(3) All staff members shall receive specific and timely guidance on possibilities for training and further education that are of relevance to them as part of their performance appraisal interviews.

(4) Further education shall include relevant courses and events in the area of key qualifications and soft skills (rhetoric, communication, training for job applications, presentation skills, teaching methods, foreign languages, project management, project acquisition, gender equality in administration and academia, mentoring, burn-out and bullying prevention, etc.).

(5) The competent department for personnel development ("Personalentwicklung") shall regularly notify all staff members in a suitable form (e.g. Internet) of the current further-education programme.

(6) Further education in gender studies and in promoting the career advancement of women are recommended for all staff members.

(7) When planning internal further-education seminars, a family-friendly form of organisation shall be considered (e.g. the possibility of childcare at the location), contingent upon budgetary resources.

(8) Superiors shall permit female staff members to participate in relevant training and further-education seminars, if they so wish, contingent upon available funds and in consideration of any other official duties. Should it be necessary to change working hours for the participation in training and further-education events, these changes shall be approved by the superiors, unless there are compelling service interests.

(9) Female staff members shall be given priority for registrations for further-education courses, particularly for those which will qualify staff to assume higher-level assignments and management positions, until a proportion of 50% women has been achieved. This shall also apply to training and further-education courses with limited places.

(10) If an application to participate in such an event is not approved, a written justification of the rejection shall be submitted to the AKG. If there is reasonable ground for suspecting that discrimination has taken place, an appeal can be made to the arbitration board.

Chapter V: Further provisions

§ 40 Changes in assignments

(1) The AKG shall be involved in decisions taken by the authorised governing body on changes in the work assignments of female staff members.

(2) Part-time employment shall not be applied as a discriminatory criterion in a selection decision.

Organisational prerequisites shall be created so that leading positions are, in principle, accessible to part-time staff members as well.

§ 41 Maternity-leave cover for staff members

In the case of an employment ban due to maternity pursuant to §§ 3 and 5 Maternity Protection Act (MSchG) as well as during parental leave and part-time employment as a result of parenthood of civil servants, contract employees, and other staff members, TU Wien shall give priority to appointing a substitute at the earliest possible opportunity.

If the appointment of a substitute is delayed or no substitute is appointed, the Committee on Equal Treatment shall be informed immediately.

§ 42 Composition of committees

(1) As a principle, with regard to the composition of committees, advisory boards, collegial bodies, working groups and similar non-permanent decision-making and advisory bodies, a balanced distribution of women and men shall be considered, and the duty of promoting the career advancement of women shall be

observed. This shall also apply to the appointment of the chairperson.

(2) Committees appointed by the Senate (study committees, habilitation committees, appointment committees for professors), the Senate itself, and the rectorate shall be subject to a compulsory proportion of women pursuant to UG, as amended.

(3) When appointing members for inter-university study committees, attention shall be paid to fulfilling this quota.

(4) When appointing experts in appointment procedures for professors, attention shall be paid to a balanced representation of women and men.

§ 43 Women in university administration

(1) When appointing members for non-permanent advisory boards, committees and working groups for (inter-)university cooperations or university administration, attention shall be paid to nominating an appropriate number of women as members. If possible, women shall be included in the nomination proposal for the chairperson. This also applies to nomination proposals for monocratic offices.

(2) With regard to the composition of committees and boards concerned with matters of human resources and personnel development, the duty of promoting the career advancement of women shall be observed. If several members are to be appointed, attention shall be paid to the ratio of female and male staff members among the people who are under the responsibility of the committee.

(3) To realise the principle of gender mainstreaming, a maximum of two representatives of the AKG shall have the right to participate in the meetings of the advisory boards and committees pursuant to paras. 1 and 2 in an advisory capacity and shall have the right to make statements included in the minutes. They shall be invited to all the meetings at the same time as the ordinary members.

§ 44 External advice in matters of human resources

If external advice in matters of human resources is procured by TU Wien, the AKG shall be included in all relevant activities. When selecting external consultants, it shall be ensured that the consultants hired can demonstrate competences in gender mainstreaming and gender issues.

Part G. Working environment and protection of dignity in the workplace

§ 45 Working hours

The AKG shall be included in the development of new models for managing and recording working hours and monitoring attendance and absence.

§ 46 Facilities for childcare and compatibility of family and working life

(1) TU Wien shall see it as its obligation to take family commitments and duties into consideration when designing jobs and degree programmes. Framework conditions shall also be created to make work/studies and family responsibilities more compatible.

(2) The rector shall appoint a childcare and compatibility representative, on the recommendation of the AKG, for the duration of her/his term of office who shall implement and further develop measures that improve compatibility of family and working life. This representative shall be assigned to the competent vice rector pursuant to the rector's Rules of Procedure.

(3) The childcare and compatibility representative advises the university management on suitable measures to make work/studies and family responsibilities more compatible. She/he has the task of liaising with those institutions at other universities that are responsible for compatibility and are organised in the UniKid network, with the units responsible for compatibility of family and working life in the federal ministries, and with other institutions conducting research on the compatibility of family and working life in Austria and abroad.

(4) At TU Wien, data on the childcare needs of all members of TU Wien - including staff members funded by research grants, those conducting commissioned research, and students - shall be collected every three years by the vice rector, supported by the childcare and compatibility representative. The needs of persons who are absent from their job for reasons provided for by law shall also be taken into consideration. TU Wien shall make the necessary resources available. The results of this study shall be published by TU Wien in a suitable form. The results shall be submitted to the University Council, the rectorate, the AKG and the Employees' Councils. Based on these results and contingent upon financial resources, appropriate measures shall be taken.

(5) The childcare and compatibility representative may use the resources available at her/his workplace (workspace, telephone, PC, etc.) that are necessary to carry out her/his task, or TU Wien shall provide her/him with these resources.

§ 47 Ensuring a liveable working environment

(1) All members of TU Wien have the right to be treated in a manner that respects their dignity, and in particular the right to protection from sexual harassment, harassment, discrimination and bullying.

(2) TU Wien shall therefore take suitable preventative measures and shall ensure that persons who have been subjected to sexual harassment, harassment, discrimination or bullying have access to free legal advice. If necessary, the AKG, both Employees' Councils, the Office for Gender Competence and the unit responsible for personnel development ("Personalentwicklung") shall provide information on the available advisory services.

§ 48 Measures to prevent sexual harassment, harassment and bullying

(1) Sexual harassment pursuant to §§ 8 and 42 para. 2 B-GIBG as well as harassment pursuant to § 8a B-GIBG and bullying shall constitute violations of personal rights. TU Wien tolerates neither sexual harassment and sexist behaviour nor harassment and bullying.

All members of TU Wien, in particular those with management duties in research, teaching and administration, shall be responsible in their field of work for ensuring that (sexual) harassment and bullying are not tolerated. The works council agreement on "Cooperative Behaviour and Anti-Discrimination in the Workplace" shall be observed.

(2) The AKG shall advise and support persons and committees on how to deal with incidents of sexist behaviour and/or sexual harassment as well as any other sort of harassment or bullying in an appropriate and proper manner. All persons and committees participating in such procedures shall be bound by official secrecy. Relevant advisory and support services shall be included in the programme for personnel development. The Office for Gender Competence shall establish and implement these services.

§ 49 Special leave and parental leave

When taking special leave, leave for family care, and nursing leave, the following principles shall apply to all staff members:

1. Taking part-time employment and leave options, including family care, shall not lead to direct or indirect discrimination against staff members in connection with their employment or training.
2. When staff members return to their jobs, they shall be given sufficient time for training and familiarising themselves with their area of responsibility.

Part H. Facilities for the career advancement of women and equal treatment

§ 50 The AKG and its office

(1) The duties and rights of the AKG are derived from the B-GIBG, the UG, and in particular from §§ 42ff UG, Chapter "Working Group on Equal Opportunities" of the Statutes and the FFP of TU Wien.

(2) The AKG shall consist of 27 members, 18 of whom are ordinary members and 9 of whom are substitute members. The substitute members can represent the ordinary members when the latter are unavailable. The Senate appoints the members on the suggestion of the AKG.

(3) The rector shall make available the resources necessary for the administrative support of the AKG (staff, expenses for premises and material expenses). A corresponding annual budget shall be allocated for this.

(4) The AKG and its office shall also be provided with rooms containing suitable equipment (adequate IT equipment, telephone and fax as a minimum) and the possibility for confidential consultations as well as a separate, suitably equipped room for administrative assistance.

(5) The head of the office of the AKG shall have completed a relevant university degree programme or shall have an equivalent qualification or relevant practical experience. When appointing this person, the AKG shall have the right to make a proposal. As far as the support of the AKG is concerned, the person holding this position is only bound by the directives and resolutions of the AKG.

(6) Work for the AKG shall be deemed to be an important contribution to fulfilling official duties in administration and shall count as working hours or made possible within the working time. The superiors shall pay particular attention to the additional workload resulting therefrom when assigning tasks. The time spent on activities related to the AKG shall be considered in evaluations.

(7) Those members of the AKG who are in an employment relationship with TU Wien are entitled to work on tasks related to equal opportunities in their workplace and to use the facilities available in the workplace for this purpose.

(8) If the activity of a member of the AKG requires travel pursuant to § 41 para. 3 B-GIBG, she/he shall receive a compensation pursuant to the applicable provisions for the reimbursement of travel costs, contingent upon available financial resources.

§ 51 The Office for Gender Competence

TU Wien shall establish an Office for Gender Competence. Its tasks shall cover the areas of gender research and research on gender equality, staff development geared towards female staff members, advancement measures for female pupils, female students and young female scientists as well as advisory services. In particular, the Office for Gender Competence shall have the following tasks:

- (1) The Office for Gender Competence shall be responsible for the design, organisation and implementation of measures for personnel development, of mentoring and coaching programmes for female students, young female scholars and female staff members at TU Wien (in cooperation with existing university and non-university facilities with similar tasks and objectives). Measures taken to increase the proportion of female students beginning their studies shall be developed by the Office for Gender Competence and their implementation shall receive support (cf. also § 23, § 24 and § 36 hereunder).
- (2) In the area of gender research and research on gender equality, the Office for Gender Competence shall primarily have a coordinating role for research projects in the field of "Women's and Gender Research in the Natural Sciences and Technology" and research on gender equality. Notwithstanding the foregoing, externally funded projects in these research fields can also be carried out at the Office for Gender Competence (cf. § 21 and § 23 hereunder).
- (3) The Office for Gender Competence shall coordinate gender-specific teaching content in the curricula. It shall give its opinion on drafts to enact or amend curricula and shall take part in the evaluation of teaching with regard to equal treatment for female and male students and the data collection on topics in teaching relating to women and gender (cf. § 15 to § 19 hereunder).
- (4) The head of the Office for Gender Competence shall have the task of liaising with those institutions of other universities working on gender research and the career advancement of women that are part of the gender platform – a platform of facilities for the career advancement of women and gender research at Austrian universities –, with the institutions responsible for the career advancement of women in the federal ministries, and with other institutions active in the career advancement of women and gender research in Austria and abroad.
- (5) The Office for Gender Competence shall support the university management in matters relating to personnel development and shall help to prepare performance agreements.
- (6) The Office for Gender Competence shall provide information and mediation services for victims of bullying and sexual harassment (cf. § 47 and § 48 hereunder).
- (7) The Office for Gender Competence shall be involved in evaluating the implementation of the FFP pursuant to § 19 para. 2 subpara. 6 UG in cooperation with the AKG.
- (8) The Office for Gender Competence shall receive the necessary human and material resources to fulfil its tasks.

§ 52 Liaising

- (1) The chairperson of the AKG, her/his deputies and the head of the Office for Gender Competence as well as the head of the office of the AKG shall keep in regular contact with each other, inform and support each other, and develop joint strategies for the collaboration of women and men as equal partners at TU Wien.
- (2) The chairperson of the AKG and her/his deputies shall also have the task of liaising with those organisational institutions of other universities that deal with gender equality and the advancement of women, with the ARGE GLUNA (which is an association on equal treatment and equality at Austrian universities), with the units responsible for gender equality in the federal ministries and with other institutions in Austria and abroad that are active in the field of the advancement of women and gender equality.
- (3) If the participation of the chairperson and her/his deputies requires travel to meetings of the ARGE GLUNA, she/he shall receive a compensation pursuant to the applicable provisions for the reimbursement of travel costs, contingent upon available financial resources.

Part I. Budgetary matters and incentive systems

§ 53 Budgetary matters

- (1) In preparing the budget and making budget allocations, budget applications that serve the duty of promoting the career advancement of women according to the B-GIBG, to the implementation of the UG and the implementation of the advancement measures contained hereunder and that counteract the under-representation of or discrimination against women shall be given priority, contingent upon available financial resources.
- (2) The rectorate shall include the AKG, in accordance with the UG, in preparing the development plan as well as the performance agreements and the target agreements.

§ 54 Incentive systems

The rectorate of TU Wien shall establish incentive systems in cooperation with the AKG and the Office for Gender Competence in order to increase the proportion of women at TU Wien.

Part J. Implementation and reporting duties

§ 55 Implementation

(1) The implementation of the measures contained hereunder shall be the responsibility of those bodies at TU Wien that make decisions or proposals regarding the necessary organisational, personnel and financial matters according to the relevant organisational provisions.

(2) Any form of discriminatory behaviour or discrimination on the grounds of gender shall constitute a violation of official duties and shall be sanctioned pursuant to the (staff or employment) regulations. Implementing the measures intended to achieve de-facto equal rights of women and men in all positions and activities and in all employment relationships and training agreements at TU Wien shall be one of the duties resulting from the employment relationship.

§ 56 Reporting duties

(1) With regard to reporting duties, the performance agreement with the ministry competent for the universities as well as the provisions of the intellectual capital report regulation shall apply as a basic principle. In addition, the provisions of §§ 12 to 14 hereunder shall be observed.

(2) All reports shall be submitted to the AKG.

(3) The AKG shall receive an official invitation to all meetings of the relevant collegial bodies where these reports are dealt with at least six working days in advance.

(4) All evaluation results and all reports on the proportion of women and the implementation of measures for the career advancement of women shall be published in the University Gazette and on the TU Wien website.

§ 57 Study on the situation of women at TU Wien

(1) Every three years, the rector shall commission a study on the situation of women at TU Wien, particularly on their working and study conditions. An organisational unit of TU Wien can also be entrusted with carrying out this study. The results of this study shall be published by the rector in a suitable form.

(2) Every five years, an evaluation of the measures taken for the career advancement of women shall be conducted. In the case of an external evaluation, the AKG shall have the right of proposal in the selection of the evaluating body.

§ 58 Evaluation and quality assurance

Including criteria for the advancement of women and gender equality in the evaluation and quality assurance pursuant to § 14 UG shall be compulsory.

§ 59 Period of validity

This FFP shall be valid for a period of six years. Every two years, it shall be adapted to current developments (cf. § 11a (2) B-GIBG).

§ 60 Entry into force

The FFP of TU Wien pursuant to the UG entered into force on 15 October 2004. This amended version entered into force on 17 December 2014.

**EQUAL OPPORTUNITIES PLAN
AT TU WIEN**

(Senate decision of March 13, 2017)

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PREAMBLE

TU Wien is committed to creating a positive climate, preventing social discrimination, and promoting equal opportunities, since a diverse workforce is a driving force for the flexibility, innovation and creativity necessary for technological, academic, social and societal progress. The anchoring of the Equal Opportunities Plan in the statute of TU Wien is not only a legal requirement, but is also intended to raise awareness of issues pertaining to equal opportunities, which again promotes equal opportunities for employees and students and broadens their diversity skills with specific measures. The goal is to support university members in the different stages in their lives and careers. Accordingly, the compatibility of work/studies and family care at TU Wien is also a core objective. TU Wien views the achievement of this vision as the shared task of all university members in order to create a resource-oriented respectful culture that values diversity in the long run.

The document at hand consists of two parts: In Part I, goals, measures and relevant monitoring instruments for the development of a culture that values diversity are presented, while Part II comprises the regulatory framework.

Part I

1. Strategy

1.1. Objectives within the Organisation

1.1.1 Individual Level

Employees and students shall consider themselves as members of a diverse university and shall be aware that they are seen as added value for TU Wien. The objective of TU Wien is to foster a communication culture that allows its members uncertainties, anxiety and reflections and gives them the opportunity to address them as well as to experience diversity. Reflecting on one's self-image as well as the image others have makes people more aware of diversity aspects and reduces stereotypes.

1.1.2 Interactional Level

TU Wien seeks to motivate its members to make active use of diversity in teams (e.g. collaborative learning between generations and cultures) and to recognise the characteristics and needs of one's own environment and to reflect on its formation (e.g. needs of different generations; persons with disabilities). The benefits of heterogeneous teams (innovative and creative problem solving, flexible and faster responses to changing market or working conditions) shall be capitalised on and shall make for a respectful, productive collaboration.

1.1.3 Organisational Level

The vision of TU Wien is to foster a respectful communication culture (professional handling of differences, enhancing individuals' potential), in which transdisciplinary learning, transparent information sharing, and cooperation between different areas are possible. In the long

term, a diverse, heterogeneous workforce fosters creativity and innovativeness, and opens up different avenues for research. Similarly, a diverse work and study environment makes TU Wien more attractive to potential employees and students.

1.2. Objectives for Society

Societal and Global Level

TU Wien as a higher-education institution is composed of a stable layer represented by its employees and a dynamic layer, which is shaped by the continuous development through its research activities as well as by its students, who transport the knowledge and values of TU Wien to society. By developing students' diversity competences and raising their awareness of diversity matters and through the support of research projects focusing on diversity (e.g. the GESTU project) the values and the vision of TU Wien, as stated in the preamble, can be promoted at a societal and global level. TU Wien considers sharing and promoting these values at a societal and global level to be a lasting contribution to its societal responsibility regarding education and equal opportunities.

2. Measures

2.1 Overarching Measures

2.1.1 Equal Opportunities Plan

The Equal Opportunities Plan – together with other regulations (e.g. Career Advancement Plan for Women¹, the Works Council Agreement on Cooperative Behaviour and Anti-Discrimination in the Workplace², directive of the rectorate regarding equal opportunities for persons with disabilities and/or chronic illnesses³, TU Wien International – Global Strategy 2013+⁴) – serves the purpose of facilitating the implementation of the legal provisions on actual equality and equal opportunities of all university members and on the compatibility of work/studies with family care at TU Wien as well as the purpose of raising awareness of, realising and recognising the dimensions of diversity, including age, disability, interculturalism, gender, religion and belief, and sexual orientation.

2.1.2 Project "TU Diversity Management"

The project "TU Diversity Management" was commissioned by the rectorate in order to be able to develop the diversity skills at TU Wien further and to create an environment for employees and students that is respectful and free of discrimination. In the past, members of TU Wien as experts have already successfully addressed various aspects of diversity, and have developed and implemented concrete measures. A concrete goal of this project is to connect experts, to gather existing experience and documents, and to make these visible to employees

¹ Career Advancement Plan for Women at TU Wien (2014)

² Works Council Agreement on Cooperative Behaviour and Anti-Discrimination in the Workplace (2013)

³ Directive of the Rectorate regarding Equal Opportunities for People with Disabilities and/or Chronic Illnesses

⁴ TU Wien International – Global Strategy 2013+

and students and to develop them further. The project "TU Diversity Management" is based on a joint, intersectional and interlinked collaboration in order to secure lasting benefits for TU Wien. For TU Wien, the term "intersectional" means that individual dimensions are not to be viewed in isolation, but the interaction among the dimensions and their mutual influence (e.g. age and gender) should be considered. In addition, seminars pertaining to individual dimensions are offered in order to comprehend the individual needs of a concrete target group, which should be followed up with concrete, realistic and appropriate measures. Not only issues relevant for the individual but also societal issues are to be taken into account and addressed (e.g. initiatives for refugees, including "MORE").

2.1.3 Compatibility of Family Care and Work / Research / Studies at TU Wien

"Technology for People" – this guiding principle pertains not solely to the core responsibilities of TU Wien in research and teaching, but also to the needs-based support for employees (work-life-balance) and students with family-care duties. TU Wien commits itself to supporting all its members in their careers as much as possible. The compatibility of work and family care is one component of the support offered. TU Wien has established the function of a Representative for Compatibility Issues and the Office for Compatibility Issues "TU Kids & Care"⁵ in order to make it easier for employees and students at TU Wien to plan and take a leave of absence (e.g.: parental leave or care leave).

2.1.4 Measures in Research and Teaching

The goal is to integrate training in diversity skills into the various curricula and research projects. The dimensions of age, disability, interculturalism, gender, religion and belief, and sexual orientation should not only be a cross-sectional issue, but should be core ingredients (e.g. intergenerational building and living; ambient assisted living technologies, human computer interaction, GESTU project etc.).

2.1.5 Anchoring in Strategic Documents and Procedures at TU Wien

To realise the vision and strategy of TU Wien, aspects of the dimensions of diversity have been and will be anchored in documents and procedures (e.g. guide for employee appraisal talks, recruiting handbooks, tenure-track positions, model curricula, budgeting procedures according to the provision of §4 Career Advancement Plan for Women and § 41 Federal Budget Law (BHG)⁶, selection of coaches and trainers), which are used with regard to the stipulated diversity dimensions. The main goal of the project "TU Diversity Management" is the overall anchoring of diversity aspects in the procedures at TU Wien.

⁵ See commentary

⁶ Federal Budget Law (BHG 2013)

In addition, a glossary will be prepared as part of the project "TU Diversity Management", which contains definitions and information applicable to TU Wien (e.g.: forms of discrimination (indirect/direct etc.); sensitive language: "Persons with disabilities" instead of "Persons with special needs", "disabled persons" etc.).

2.1.6 Developing Diversity Skills Further

Diversity skills are present at various levels and include e.g. the realisation and knowledge that the various dimensions (age, disability, interculturalism, gender, religion and belief, and sexual orientation) (can) interact. In this context, it is not only vital to understand and know this, but also to be capable of and competent in addressing diversity in a professional and strategic manner, aligned with the existing aims of TU Wien. More precisely, the plan is to develop diversity skills further by integrating them into executive training, further education, recruitment, appointment procedures, university didactics and curricula (e.g. the elective lecture "Between career and barrier" and the seminar "What does gender have to do with studies in science and engineering?").

2.2 Measures Pertaining to the Dimensions

For each dimension, the goal shall be to make the dimension visible, raise awareness, and ensure that the dimensions are looked at intersectionally. TU Wien commits itself to considering the interactions among the different dimensions and their mutual influence rather than addressing each dimension in isolation. The goal shall be to approach complexity and diversity in a professional manner. Care shall be taken to avoid institutional overstretching by setting different foci on the individual dimensions.

2.2.1 Dimension: Gender

TU Wien commits itself to the career advancement of women and to creating positive and career-advancing conditions for women. Accordingly, TU Wien views it as a joint task of all members of the university to achieve the objective that all women and men at TU Wien have opportunities for development commensurate with their qualifications and that any existing hurdles for women shall be removed or counterbalanced. The Office for Gender Competence⁷ is a service unit established with a view to reaching these goals. Its tasks include the areas of gender research and research on equal opportunities of genders, human resource development specifically for female employees, support measures for female high-school students, female university students, and young female scientists, as well as counseling work.

2.2.2. Dimension: Age/Generations

At universities, it is common for different age groups to work together (e.g. student assistants, pre-docs, post-docs, and professors). Therefore, it is vital to accommodate the needs specific

⁷ See commentary

to each age group and generation and to foster their collaboration as well as their potential. Intergenerational learning shall be seen as a resource, since this helps us to capitalize on the potential and experiences of all generations in the long term, while at the same time making them aware of the different needs at different stages in life. TU Wien is therefore committed to addressing the issues of generation management and working in mixed-age teams that meet age-related needs and to seeking external funding for this.

2.2.1 Dimension: Disabilities

TU Wien continues to strive towards reaching the proportion of employees with disabilities stipulated in the Disability Employment Act (BEinstG) and to support persons with disabilities. Not only shall these individuals be supported, but also other people in their working environment (colleagues, supervisors, professors, assistants) shall receive support in the collaboration with a view to dismantling stereotypes, reducing insecurities, and making use of opportunities and resources in order to ensure that they benefit from each other. The Disabilities Representative and the Ombudsperson for Persons with Disabilities at TU Wien are a service point for students and employees, providing support to students or employees with disabilities or with chronic or mental illnesses as well as to people in their working environment⁸.

2.2.2 Dimension: Interculturalism (Social and National Origin / Language and Dialect)

TU Wien seeks to foster interdisciplinary, interlinked collaborations, multi-cultural teams, and language diversity, thereby benefitting from the value created by diversity. The aim is to promote an organisational culture and a feedback culture that is based on a mutual understanding of and knowledge about different cultural backgrounds in order to eliminate stereotypes, conflicts, and misunderstandings among all parties involved. Also, new employees and students can be looked at as a stable and a dynamic layer (research topics that evolve constantly as well as students and employees who join and leave TU Wien). For both layers, it is vital that support measures, bridging courses, orientation workshops, and awareness-raising activities are offered in order for them to settle in at TU Wien and experience TU Wien in the best possible way. In the long run, this will help to reach new target groups (e.g. employees and students) and networks and ensure TU Wien's ability to innovate and be creative.

2.2.4 Dimension: Religion and Belief

Diversity in religious beliefs is a natural component of the existing cultural diversity at TU Wien. TU Wien shall offer people of all religions and beliefs the same study and working conditions. A prerequisite for this is mutual respect for each other.

⁸ Barrier-free TU

2.2.5 Dimension: Sexual Orientation

The aim of this dimension is to shed light on why sexual orientation plays a role at work. Analogous to the dimension of religion, this dimension shapes an individual's identity and the social environment. TU Wien is committed to an open communication culture in which any sexual orientation is respected, knowledge and sensitivity are fostered, and open communication about one's private life and one's leisure activities is possible.

3. Monitoring

Monitoring of the measures listed shall be evaluated and extended both at the organisational level as well as at the individual level.

3.1 Comprehensive monitoring:

- a. As part of the project "TU Diversity Management", the employee survey will be extended to a stakeholder survey in order to include students – as is also done in the project – with a view to addressing all aspects of diversity at all levels and in all areas (research, studying, teaching, and administration).
- b. Diversity skills of trainers and coaches shall be taken into account when recruiting them and need to be verified in a face-to-face meeting.

3.2 At the level of specific target groups:

- a. A needs analysis for each target group is intended to provide data on misunderstandings and stereotypes and to document the needs of employees and students.
- b. All training and counselling services that focus on diversity as such or as a cross-sectional issue need to be evaluated using the standard evaluation scheme as well as a more specific evaluation.

PART II

General Provisions

§ 1 Introduction

Equal opportunities for university members shall be part of the objectives of TU Wien pursuant to §1 of the Universities Act (hereinafter UG) as a guiding principle of the university under §2 (9-11), and the compatibility of work/studies with care for children or family members requiring care shall be a guiding principle of a university pursuant to §2 (13). These two areas are to be specified in the Equal Opportunities Plan according to §20b of the UG.

The Equal Opportunities Plan – together with the Career Advancement Plan for Women – serves the purpose of implementing the constitutional provisions for the de-facto equality and equal opportunities of all university members as well as the purposes of raising awareness of the dimensions of diversity, including age, disability, ethnicity, gender, religion, and sexual orientation, and implementing them in practice. These core dimensions are laid down by Austrian law in various forms (e.g. Federal Constitutional Law, European Convention on Human Rights, UN Convention on the Rights of Persons with Disabilities, Universities Act, Equal Treatment Act, Federal Disability Equality Act, Disability Employment Act) and will be specified for TU Wien below.

TU Wien commits itself to a holistic approach to diversity management. TU Wien assesses the need for action and takes measures appropriate for the various biographical, cultural and social disposition of its employees and students and with a view to providing a good working and study environment in which all members have equal opportunities.

§ 2 Legal Basis

The legal basis for the Equal Opportunities Plan at TU Wien are paras. 7 and 8 of the B-VG⁹, the Equal Treatment Act (hereinafter B-GIBG)¹⁰, § 20b and §§ 41 to 44 of the Universities Act (hereinafter UG)¹¹, the Federal Disability Equality Act (hereinafter BGStG)¹², and the Disability Employment Act (hereinafter BEinstG)¹³.

§ 3 Area of Application

The Equal Opportunities Plan shall apply to all members under § 94 of the UG and university bodies under § 20 of the UG as well as to applicants for admission as university member.

⁹ Federal Constitutional Law (B-VG), Federal Law Gazette No. 1/1930 (WV), as amended by Federal Law Gazette I No. 194/1999

¹⁰ Equal Treatment Act – B-GIBG, Federal Law Gazette No. 100/1993

¹¹ Universities Act 2002 (UG), Federal Law Gazette I No. 120/2002

¹² Federal Disability Equality Act – BGStG, Federal Law Gazette I No. 82/2005

¹³ Disability Employment Act (BEinstG), Federal Law Gazette No. 22/1970

§ 4 Objectives of the Equal Opportunities Plan

By implementing the Equal Opportunities Plan, TU Wien pursues the following strategic and operational objectives, in particular:

1. Guaranteeing equal opportunities for all university members and all applicants for admission to the university,
2. Ensuring a liveable working and study environment,
3. Fostering information on and communication about equal opportunities, diversity, and compatibility,
4. Ensuring the adequate infrastructure to provide equal opportunities in all areas.

These objectives shall be achieved by support measures as well as protective and defensive measures.

Chapter 1 ANTI-DISCRIMINATION

§ 5 Anti-discrimination refers to the implementation of measures intended to safeguard and protect equal opportunities irrespective of gender, ethnicity, religion and belief, age, sexual orientation, and disability. The Committee on Equal Treatment (hereinafter AKG) is competent in cases of discrimination based on gender, ethnicity, religion and belief, age, or sexual orientation, while the Ombudsperson for Persons with Disabilities is competent in cases of discrimination based on disability involving employees, and the Disabilities Representative is competent in cases of discrimination based on disability involving students.

A. Equal Opportunities Irrespective of Gender, Ethnicity, Religion or belief, Age, or Sexual Orientation (Anti-Discrimination) according to B-GIBG

Gender

§ 6 (1) Anti-discrimination based on gender is also addressed in the Career Advancement Plan for Women¹⁴ at TU Wien.

(2) Women shall not be discriminated against directly or indirectly when they apply for a contract of employment at TU Wien, during selection processes for (management) functions, when members of collegial bodies are delegated, when their remunerations in individual contracts of employment are determined and in human resources decisions. The same shall apply to any wage supplements, contributions, and other contributions in kind.

(3) Women shall not be discriminated against directly or indirectly in the admission procedure for a study programme or as students.

¹⁴ Career Advancement Plan for Women at TU Wien (2014)

Ethnicity

§ 7 (1) TU Wien considers itself to be a part of the globalised knowledge society, in which different origins and different cultural backgrounds of its members are a matter of fact.

(2) Discrimination based on affiliation with an (imaginary) community of people who are perceived as "foreign" because of their descent, colour, religion, language, culture or customs shall not be permissible. This applies in particular to personnel decisions, the admission as student, the granting of financial support, office allocation, working conditions or study conditions, etc.

(3) The specific initiatives of human resource development (e.g. regarding intercultural competence), of the Language Centre (e.g. regarding multilingualism) or elements of the organisational health promotion program, and in particular a healthy and motivating working environment for all members at the university under paras. 1 and 2, are intended to contribute to an open-minded, international higher-education sector.

Religion and Belief

§ 8 (1) TU Wien respects the decision of its members to belong to a religious denomination or to remain without such denomination as well as their non-religious beliefs, provided they are in accordance with all applicable laws. Discrimination based on religious beliefs or belief shall not be permissible.

(2) In addition to the public holidays, TU members who belong to an officially recognised religious community shall be granted the free time absolutely necessary to observe holidays according to the rules of their religion and shall receive their full remuneration during this time for a maximum of two working days per calendar year (§16 KV¹⁵).

Age

§ 9 (1) TU Wien commits itself to recognising and making use of the chances and opportunities provided by people in different stages of their lives. The university sees itself as a respectful and motivating working environment for all age groups.

(2) The university expects employees to be committed to life-long learning and to their own personal development, but also supports them in this endeavour. This includes in particular measures for the career advancement of junior staff members (for scientific as well as non-scientific staff members), such as mentoring programmes, through which senior and junior staff can share their knowledge and experience with each other. Generation management also includes relevant initiatives – some of which are age-specific – as part of the organisational health promotion program.

(3) Regardless of specific obligations of TU Wien (in particular the career advancement of junior faculty), age must never be a criterion in recruitment or reorganisations and for other decisions in the area of human resource.

¹⁵ Collective Bargaining Agreement for University Staff (2016)

Sexual Orientation

§ 10 TU Wien commits itself to being open-minded about the sexual orientation of its members. Overt or covert discrimination against or hostility towards people who are heterosexual, homosexual, or bisexual or people who are transsexual, inter-sexual or queer must not take place. No one should be forced to conceal or reveal their sexual orientation.

Harassment and Sexual Harassment

§ 11 (1) Sexual harassment within the meaning of § 8 B-GIBG and harassment within the meaning of § 8a or § 16 B-GIBG are distinct forms of discrimination and therefore a violation of the personal rights of university members and applicants. TU Wien does not tolerate (sexual) harassment or sexist behaviour.

(2) Sexual harassment shall be deemed to have occurred, if a university member or applicant is exposed to conduct related to the sexual sphere by a university member or a third party that violates the dignity of a person or is intended to do so, is undesired, inappropriate, degrading, or offensive for the person affected and creates an intimidating, hostile, humiliating, or harmful working environment for the person affected or is intended to do so. In this context, sexual harassment in the workplace is: sexual proposals, unwanted physical contact, insinuations and comments, sexist judgements or jokes about one's physical appearance, showing and presenting pornographic material and content as well as soliciting sexual acts.

(3) Harassment shall be deemed to have occurred, if a university member or applicant is exposed to conduct by a university member or a third party that is gender-related, or falls under the reasons stipulated under §§ 6 to 9 and is demeaning or intended to be so, undesired, inappropriate, humiliating, or offensive for the person affected and creates an intimidating, hostile, humiliating, or harmful working environment for the person affected or is intended to do so.

(4) All Members of TU Wien have to omit harassment and sexual harassment and sexist behaviour. This also includes the behaviour of teachers vis-à-vis students regarding content, format, and interaction in class, during exams, on study trips, and at other university-related events. Because of their duty of care to employees, all supervisors and managers at the university are obliged to take appropriate measures, offer support and, if applicable, proceed according to the works council agreement on "Cooperative Behaviour and Anti-Discrimination in the Workplace".

(5) Sexual harassment and harassment shall be penalised by civil-service or disciplinary regulations. All persons involved in or witness to such behaviour are obliged to report it, but shall be obliged to maintain confidentiality. Legal consequences under civil or criminal law shall not be affected by the above provisions.

Bullying

§ 12 (1) Bullying is a complex crisis-like/conflict-ridden process in the workplace, in which a person is subject to behaviours displayed by one or more persons systematically and periodically over a longer period of time that she/he experiences as offensive and discriminatory and that are intended to put her/him in an inferior position. If such a process continues without intervention, it will lead to severe damage to the working climate and negative consequences for the persons affected.

(2) All Members of TU Wien have to omit bullying. This also includes the behaviour of teachers vis-à-vis students regarding content, format, and interaction in class, during exams, on study trips, and at other university-related events. Because of their duty of care to employees, all supervisors and managers at the university are obliged to take appropriate measures, offer support and, if applicable, also proceed according to the works council agreement on "Cooperative Behaviour and Anti-Discrimination in the Workplace".

(3) Bullying shall be penalised by civil-service or disciplinary regulations. All persons involved in or witness to such behaviour are obliged to report it, but shall be obliged to maintain confidentiality. Legal consequences under civil or criminal law shall not be affected by the above provisions.

(4) If bullying has occurred, the AKG, the works council for scientific staff members, the works council for administrative and technical staff members, the Office for Gender Competence, or the student union (HTU) should be contacted.

Implementation

§ 13 Ensuring a Liveable Working Environment

(1) All members of TU Wien as well as applicants for positions and applicants for admission as students shall have the right to be treated in a manner that respects their dignity, and they shall in particular be protected from sexual harassment, harassment, discrimination, and bullying.

(2) Therefore, TU Wien shall take appropriate preventative measures and ensures that persons who are affected by sexual harassment, harassment, discrimination, or bullying are entitled to legal advice free of charge. The AKG, the two works councils, the Office for Gender Competence, the student union at TU Wien, and the organisational unit responsible for personnel development shall provide information on relevant counselling possibilities, when called upon.

§ 14 Measures against Discrimination, Sexual Harassment, Harassment, and Bullying

(1) Sexual harassment in the meaning of § 8 (for students and applicants for studies in connection with § 42 para. 2 B-GlBG), harassment in the meaning of §§ 8a and 16 B-GlBG,

and bullying shall constitute a violation of personal rights. TU Wien does not permit sexual harassment, sexist behaviour, harassment, or bullying.

(2) Any form of discriminatory conduct and discrimination based on gender, ethnicity, religion or belief, age, or sexual orientation shall constitute a violation of general service duties and shall be sanctioned according to provisions under (public service or employment) legislation (§§ 9 and 16a B-GlBG).

(3) All members of TU Wien, in particular those with supervisory duties in research, teaching, and administration, shall be responsible for not tolerating (sexually) harassing conduct and bullying in their units. The "Works Council Agreement on Cooperative Behaviour and Anti-Discrimination in the Workplace" shall be paid attention to.

(4) In addition, the rectorate shall – in accordance with the available financial means and to a reasonable extent – provide the financial and organisational resources required for suitable counselling possibilities or external counselling services.

(5) The AKG shall provide advice and support to persons, councils and committees to help them handle cases of sexist behaviour and/or sexual harassment as well as any other harassment or bullying in a professional and appropriate manner. All persons and bodies party to such incidents shall be obliged to maintain confidentiality. Relevant counselling and support services shall be included in the programme for personnel development. The Office for Personnel Development shall be responsible for designing and implementing these measures.

(6) Leadership training shall also include information on the career advancement of women, equal opportunities and anti-discrimination.

§ 15 Contact Points and Complaints Bodies

(1) Members of the university who have been subject to discrimination, sexual harassment or bullying are encouraged to seek counselling and support from the competent contact points at the university.

(2) These include

- a. in cases of discrimination (including harassment and sexual harassment) according to B-GlBG: the AKG as well as the works council for scientific staff members or the works council for administrative and technical staff members
- b. in cases of bullying: the works council for scientific staff members or the works council for administrative and technical staff members as well as the AKG and the Office for Gender Competence
- c. in cases of discrimination against an employee on grounds of a disability: the Ombudsperson for Persons with Disabilities, if the person discriminated against is a student: the Disabilities Representative at TU Wien.
- d. in cases of discrimination (including harassment and sexual harassment) and bullying of students: also the student union at TU Wien.

Procedural Regulations Involving the AKG

§ 16 Advertisement for Positions and Functions

(1) Job advertisements shall refer to both genders or shall be written in a gender-neutral form and shall include no additional text suggestive of a particular gender or a discriminatory wording according to the B-GIBG, and shall not preclude applications by persons with disabilities. Excluded from this requirement are jobs advertised as part of special initiatives aimed at eliminating a significant underrepresentation of one gender ("positive discrimination").

(2) The relevant qualifications for the vacancy (job profile) shall be incorporated into the job advertisement in their entirety. When defining admission requirements in job advertisements, the unit advertising the job shall adhere to the criteria included in the relevant job profile. Language skills required for the position or function shall be stated in the job advertisement.

(3) Advertisements for vacant jobs as well as management positions shall contain the following boilerplate: "TU Wien is committed to increasing the proportion of women in particular in leadership positions. Female applicants are explicitly encouraged to apply." In case of an existing under-representation (§ 11 para. 2 B-GIBG), the following sentence shall be added: "Preference will be given to women when equally qualified, unless reasons specific to a male applicant tilt the balance in his favour." (Opening clause § 11b B-GIBG.)

(4) Employees at TU Wien shall be informed of advertisements for jobs and management positions in a timely manner, also during a legally protected form of leave from their job or workplace. This shall also apply to internal job advertisements.

(5) The AKG shall be informed of the job advertisements, including a description of the position and the duties of the relevant organisational unit, in a verifiable manner no later than 14 days before the publication of the advertisement pursuant to § 42 para 6 (1) of the UG.

(6) Job advertisements shall be subject to the right of the AKG to raise objections. Within a period of two weeks, the AKG shall have the right to give its opinion on the draft text of the job advertisement and raise a reasoned objection in writing. If the governing body advertising the job intends to maintain the draft advertisement and does not accommodate the objections raised by the AKG in their entirety, the AKG shall have the right to lodge a complaint with the arbitration board on grounds of suspected discrimination within three weeks after the publication of the job advertisement.

(7) Job advertisements that are contrary to paras. 1 and 2 and job advertisements that are of such a general nature that they present no objective basis for a selection procedure shall not be permissible. The same applies to overly specific job advertisements where there are reasonable grounds for suspecting that the aim is to unobjectively restrict the potential pool of applications in favour of a certain person or a certain gender or when another form of discrimination under the B-GIBG has occurred.

(8) If a job advertisement is not mandatory pursuant to § 107 para. 2 UG, the AKG shall be notified in a verifiable manner of the appointment proposal resulting from a qualified

selection procedure with a transparent justification of the selection before the employment contract is signed.

(9) A change to an IT-driven system for recruitment shall also incorporate the stipulations above.

§ 17 Involvement of the AKG in Selection Procedures

(1) After the application period has ended, a list of all applications received shall be submitted to the AKG without delay (§ 42 para 6 (2) of the UG).

(2) If interviews with applicants are carried out as part of the selection procedure for a vacant job or management position, the list of those applicants invited shall be submitted to the AKG without delay (§ 42 para. 6 (3) of the UG). All application documents shall be made available to the AKG with due regard for provisions on data privacy. All female applicants who meet the requirements of the job advertisement shall be invited. The AKG shall be invited to these assessment interviews in writing and in a verifiable and timely manner (no later than 6 working days in advance). In exceptional cases (e.g. an unusually large number of applicants), the number of female applicants to be invited can be reduced as an exception and with the written agreement of the AKG.

(3) If third parties are involved in the assessment of applicants (e.g. external management consultancies, human-resource consulting, etc.) to make a pre-selection, the selection procedures shall include gender mainstreaming and gender budgeting as a compulsory quality criterion, pursuant to EU directives. These external parties shall be made aware of the Career Advancement Plan for Women and the Equal Opportunities Plan at TU Wien. The AKG shall be included in this selection process and shall be invited to all job interviews, admission interviews, assessment interviews, etc. in a timely manner – no later than 6 working days in advance – and in writing.

(4) In appointment procedures for professors, §§ 19 and 20 hereunder shall also apply.

§ 18 Job Interviews with Female Applicants Following a Job Advertisement

(1) Discriminatory questions (e.g. on family planning) shall not be asked in job interviews. When assessing female applicants' qualifications, no selection or assessment criteria shall be used that are based on a discriminatory, stereotyped understanding of gender roles.

(2) Applications submitted by women during a legally protected form of leave from work shall be included in the selection procedure and shall be given equal consideration with other applications.

(3) As a principle, selection criteria not mentioned in the job advertisement shall not be considered. If, as an exception, the definition of ancillary criteria for decision-making is indispensable in a recruitment procedure, these must be objective. In addition, the qualifications stipulated in the job advertisement shall not be disregarded as a result of using these ancillary criteria. The ancillary criteria shall be a suitable means for making a decision. Aspects that are of no significance with regard to fulfilling future tasks shall not be included.

Further, no ancillary criteria shall be applied that are based on a discriminatory or stereotyped understanding of gender roles. If, as an exception, ancillary criteria are applied in the selection decision, the hiring decision shall be justified in a transparent manner in writing to the AKG.

(4) If women are under-represented pursuant to § 11 para. 2 B-GIBG and if no woman has been nominated to fill a vacancy, the person entitled to make a nomination shall present the reasons for the non-consideration of each female applicant in writing.

§ 19 Involvement of the AKG in Appointment Procedures for Professorships

(1) A maximum of two members of the AKG shall have the right to participate in meetings of the appointment committee in an advisory capacity, to make official proposals for procedural issues, to have dissenting opinions included in the minutes, and to have contributions to discussions made by members of the appointment committee recorded in the minutes. The members of the AKG shall be invited in due time to every meeting of the appointment committee. If they are not invited, the appointment committee shall carry out the discussion again and shall retake its decision for the matter in a new meeting to which the AKG shall be invited in due form.

(2) If candidates are included in appointment procedures pursuant to § 98 para. 2 of the UG who did not apply, the AKG shall be notified immediately and in writing.

(3) The AKG shall have the right, in accordance with § 42 para. 4 of the UG and relevant data-privacy regulations, to view all documents, in particular application documents and assessment reports, and to make copies of these.

§ 20 Invitations to Appointment Lectures for Professorships

If applicants are invited to give a lecture or a personal presentation as part of an appointment procedure for professorships, all female applicants who fulfil the legal prerequisites for recruitment and meet the demands stated in the job advertisement shall be invited. In exceptional cases (e.g. an unusually large number of applicants), the number of female applicants to be invited may be reduced as an exception and with the written approval of the AKG.

§ 21 Selection Decisions

(1) Female applicants who are equally qualified for the advertised position compared to the most qualified male applicants shall be given priority in the appointment proposal until a proportion of women of at least 50% has been achieved in the relevant employment category.

(2) Female candidates in the appointment proposals who are equally qualified compared to the most qualified male applicants shall be given priority in contract negotiations for appointments as professors.

(3) If no female applicant is included in the appointment proposal, the appointment committee shall specify the reasons for the non-consideration in the written assessment of each female applicant.

(4) The rector shall notify the AKG in writing of her or his selection decision based on the appointment proposal prior to the start of any contract negotiations for the appointment of professors. The AKG shall have the right to lodge a complaint against this selection decision with the arbitration board on grounds of discrimination within two weeks after receiving the notification (§ 98 para. 9 UG).

B. Non-Discrimination Rule Concerning Disability

§ 22 (1) TU Wien is committed to providing equal opportunities for persons with disabilities and chronic or mental illnesses (hereinafter referred to as "persons with disabilities") and creates an environment in which their equal participation in all areas of teaching, research, and administration is possible¹⁶. "Disability" denotes a dynamic process that is socially constructed, contingent on individuals' working and study situations. Objectives pertaining to equal opportunities include in particular:

- a. Providing equal access to all teaching and services,
- b. Removing barriers regarding study conditions, granting compensation for disadvantages, and alternative exam formats,
- c. Freedom of barriers regarding construction, organisation, technology, and information (in particular compliance with ÖNORM B 1600 et seq.¹⁷, the E-Government Act¹⁸, the BEinstG¹⁹ and the BGStG²⁰),
- d. Improving career opportunities and support for persons with disabilities in academic, technical, and administrative positions,
- e. Supporting disability studies and integrating them into research and teaching.

(2) TU Wien shall design its job advertisements and individual job interviews in a non-discriminating manner and shall highlight its objective of providing equal opportunities in all recruitment matters and job advertisements. Advertisements for vacant jobs as well as leading positions shall contain the following boilerplate: "Persons with disabilities and relevant qualifications are explicitly encouraged to apply."

(3) All applicants with disabilities who meet the requirements stated in the job description shall be invited to an interview. In exceptional circumstances (e.g. an unusually high number of applicants with disabilities) the number of applicants with disabilities to be invited may be reduced as an exception and after having obtained approval from the Ombudsperson for Persons with Disabilities in writing.

(4) All training courses for employees shall be designed in a manner that persons with disabilities can participate without restrictions.

(5) Students with disabilities shall have the opportunity to discuss the support necessary for their participation with the Disabilities Representative. The support offered shall depend on the impact of the disability on the study programme / the course contents and shall be deemed to be a compensation for disadvantages as well as the implementation of requirements of the UG and the objectives set by TU Wien.

(6) When designing their courses, all teachers shall be committed to anti-discrimination and shall take into account the dimension of disability as far as possible regarding the

¹⁶ Guideline of the Vice Rectorate for Human Resources and Gender "Employing Persons with Disabilities" (2014)

¹⁷ÖNORM B 1600: 2013 10 01, Building for Accessibility – Planning Principles

¹⁸ E-Government Act (E-GovG), Federal Law Gazette I No. 10/2004

¹⁹ Disability Employment Act (BEinstG), Federal Law Gazette. No. 22/1970

²⁰ Federal Disability Equality Act (BGStG), Federal Law Gazette. I No. 82/2005

"learning outcomes" of the course. Course contents and materials for students with disabilities shall be made available in an accessible format, as needed. This shall in particular apply to contents and materials made available on e-learning platforms.

(7) TU Wien and its teaching staff shall be committed to considering alternative examination methods (§ 59 para. 1 (12) UG) and to applying this provision to the benefit of students with disabilities. The Vice Rector for Academic Affairs shall support this principle.

(8) The contact person regarding cases of such discrimination is the Disabilities Representative at TU Wien for students and the Ombudsperson for Persons with Disabilities for employees.

§ 23 TU Wien creates incentive systems for increasing the number of employees with disabilities both among the technical administrative staff and among the academic staff.

(1) In agreement with the Ombudsperson for Persons with Disabilities, an appropriate number of positions explicitly reserved for persons with disabilities shall be advertised, contingent upon available financial resources, at least until the target quota under the Disability Employment Act has been reached. These job advertisements for positions for persons with disabilities shall contain the boilerplate: "This job advertisement is addressed to applicants with disabilities."

(2) The Ombudsperson for Persons with Disabilities shall also have the right to be the contact person for job applicants with disabilities during the recruitment process.

§ 24 The Ombudsperson for Persons with Disabilities and the Disabilities Representative shall have the right to participate in meetings of the senate to provide information.

§ 25 Monitoring of the Situation of Persons with Disabilities at TU Wien

(1) Every four years, the rector shall commission a study on the situation of persons with disabilities at TU Wien, in particular their working and study conditions, as part of the stakeholder survey. The study can be commissioned to an organisational unit of TU Wien. The results of this study shall be published by the rector in an appropriate format.

(2) Every four years, an evaluation of the support measures for persons with disabilities shall be conducted. If an external party is to conduct the evaluation, the Ombudsperson for Persons with Disabilities and the Disabilities Representative shall have the right to propose the external party.

(3) Based on the results of the evaluation of the support measures for persons with disabilities, measures aimed at providing equal opportunities for persons with disabilities at TU Wien shall be designed and implemented in collaboration with the Ombudsperson for Persons with Disabilities and the Disabilities Representative.

§ 26 Ombudsperson for Persons with Disabilities

(1) Registered persons with disabilities shall have the right to elect their own representative body. If TU Wien employs a minimum of 5 registered persons with disabilities, they elect an Ombudsperson for Persons with Disabilities among themselves (§ 22a BEinstG). The legal basis for the work of the Ombudsperson for Persons with Disabilities is the Disability Employment Act (§§ 8 and 22a BEinstG) and the Labour Constitution Act (§ 67 ArbVG²¹).

(2) The Ombudsperson for Persons with Disabilities shall represent the economic, social, health-related, and cultural interests of the registered employees with disabilities and shall be available as a contact person.

The duties of the Ombudsperson for Persons with Disabilities include in particular

- a. monitoring compliance with the provisions of the Disability Employment Act,
- b. communicating perceived deficiencies to the works council and the employer,
- c. making proposals regarding employment, training, and further education,
- d. pointing out special needs of employees with disabilities,
- e. participating in the meetings of the works council in an advisory capacity (§ 67 ArbVG).

(3) TU Wien shall provide the Ombudsperson for Persons with Disabilities with rooms as well as other equipment for the fulfilment of her or his duties to an appropriate extent (§ 22a para. 15 BEinstG).

(4) The Ombudsperson for Persons with Disabilities shall have the right to use the resources of her or his own workplace (PC etc.) and the infrastructure (rooms and personnel) of the works council to which she or he belongs for the fulfilment of her/his duties.

(5) The cash expenses incurred by the Ombudsperson for Persons with Disabilities in the fulfilment of her/his duties shall be refunded out of the reimbursement fund, provided that no reimbursement can be granted based on other legal provisions (§ 22a para. 15 of the Disability Employment Act). In addition, TU Wien can reimburse the expenses arising from travel and accommodation for further education and networking to a reasonable extent.

§ 27 Disabilities Representative at TU Wien

(1) The Disabilities Representative at TU Wien shall be the contact point for students who are deemed to be disabled, chronically ill, or are hindered in their studies in another form.

(2) The duties of the Disabilities Representative shall include:

- a. Counselling and providing information for persons with disabilities and chronically ill students and potential students in all matters connected to the disability and the chronic illness and their studies. Er besorgt es Simons
- b. Individual counselling and support for students in their everyday university life.
- c. Developing criteria for implementing the compensation of disadvantages in collaboration with all areas of the university, in particular teaching and the

²¹ Federal Law of 14 December 1973 on the Labour Constitution (Labour Constitution Act - ArbVG)

different service units at TU Wien, as well as in collaboration with colleagues from other universities and universities of applied sciences in Austria for the entire higher-education sector in Austria.

- d. Communicating the initiatives taken and implementing measures to raise awareness of persons with disabilities at universities and higher education institutions in all areas and organisational units.
- e. Providing professional assistance and coordinating the compensation of disadvantages and support services in cooperation with all units at the university, in particular teaching and different service units at TU Wien.
- f. Developing and extending the counselling services for students with disabilities.
- g. Contributing to the barrier-free accessibility and equipment of buildings and infrastructure at TU Wien, e.g. when planning the barrier-free construction of new buildings or the retrofitting of existing buildings. The Disabilities Representative and the Ombudsperson for Persons with Disabilities shall be actively involved in the implementation and shall be informed by the competent department about all measures taken that concern buildings and infrastructure. For major construction and retrofitting projects, a trained professional with expertise in the barrier-free design of buildings shall be called upon in order to ensure that this is carried out professionally. The Disabilities Representative and the Ombudsperson for Persons with Disabilities shall have the right to inform the rectorate of any deficiencies.
- h. Contributing to and carrying out research projects that focus on issues and topics relevant to persons with disabilities.

(3) The Disabilities Representative shall be independent in the fulfilment of her or his duties, in particular regarding the substance of the advice, and shall be assigned to the Vice Rectorate for Academic Affairs. The position shall be advertised. Required qualifications include a university degree with a focus on technical sciences or social sciences or an equivalent qualification and a disability of at least 50%.

(4) The rector shall provide the Disabilities Representative with the resources (room, personnel, and equipment) necessary for the fulfilment of her/his duties.

Chapter 2

RECONCILING WORK / STUDIES AND FAMILY LIFE

§ 28 Institutions for Child Care and Compatibility

(1) TU Wien sees it as an obligation to consider family responsibilities and duties when designing jobs or study syllabus'. To this end, framework conditions are created that make jobs/degree programmes and family care more compatible.

(2) To implement and further develop measures to improve compatibility, the rector shall appoint a Representative for Compatibility Issues for her/his period of office based on the proposal of the AKG. This person shall be assigned to the competent vice rector pursuant to the Rector's Rules of Procedure. The rights and duties of the Representative for Compatibility

Issues are derived from the Universities Act, the statute of TU Wien, and the Charta "Families at University". The Representative for Compatibility Issues shall be independent in her/his work and the advice she/he gives.

(3) The Representative for Compatibility Issues shall be placed in the organisational structure of TU Wien.

(4) The Representative for Compatibility Issues shall advise the university management on measures suitable for improving the compatibility of work and studies with family care. She/He shall draw attention to the issue of compatibility of work and studies with family care and enhance awareness of this issue.

(5) In addition, TU Wien has established an Office for Compatibility Issues to support all members of TU Wien and to fulfil TU's compatibility mission as an operating unit. In addition to its core role as contact point and service unit, this office shall design and implement concrete initiatives for child care and offer support for people who provide care to family members.

(6) As part of a stakeholder survey, the competent member of the rectorate shall conduct a survey of the childcare needs at TU Wien for the coming three years among all university members under § 94 of the Universities Act, and she/he shall receive support for this from the Representative for Compatibility Issues. The survey shall take into account the needs of persons who are on leave for reasons provided for by law. TU Wien shall provide the necessary resources. The results of this survey shall be published by TU Wien in an appropriate format. The detailed results shall be forwarded to the university council, the rectorate, the senate, the AKG, and the works councils. Based on the results and contingent on the availability of financial resources, appropriate measures shall be taken.

(7) The rectorate shall ensure that the Representative for Compatibility Issues is provided with the resources necessary (e.g. time, equipment, travel, further education). The Representative for Compatibility Issues may also use the resources available at her/his workplace for the fulfilment of her/his duties (desk, phone, PC etc.).

(8) An advisory board ("kindergarten board") shall help with the preparation of the allocation of places at the university kindergarten. The kindergarten board shall include representatives of the parents, the works councils, the Office for Gender Competence, the AKG, and the Representative for Compatibility Issues.

(9) The Representative for Compatibility Issues shall report periodically on the developments regarding compatibility and support for dual careers to the competent vice rectorate, the works council for scientific staff members, the works council for administrative and technical staff members, and the AKG, and shall for this purpose be invited to the respective meetings at least once a year. If necessary, the representative bodies shall have the right to request a report from the Representative for Compatibility Issues outside of the periods agreed upon. Annual reports to the faculties as well as to the senate shall be arranged for.

(10) TU Wien is committed to fostering dual careers.

§ 29 Working Hours

When designing new schemes for the planning and recording of working hours and for the monitoring of presence at work and absence from work, the AKG shall be included in addition to the works council for scientific staff members and the works council for administrative and technical staff members.

§ 30 Telework²²

(1) Telework in the meaning of particular tasks being completed at a remote workplace is in principle possible for all employees at TU Wien as well as for all civil servants assigned to TU Wien for service, provided that the tasks to be completed are in principle suitable for telework. For apprentices and interns, teleworking shall not be a possibility.

(2) Both the tasks associated with the job of the employee concerned and the remote workplace shall be suitable for telework.

(3) As part of a teleworking agreement, those weekdays on which telework is to be carried out shall be laid down. The proportion of working hours to be completed at TU Wien shall be in general, as a minimum, 50%.

(4) The concrete distribution of working hours between the regular workplace and the remote workplace shall be agreed upon in writing by the supervisor and the employee. The concrete conditions of the telework shall be laid down in a written agreement between the employee and TU Wien as an appendix to the contract of employment. In addition, an order according to § 36a BDG²³ shall be given for civil servants.

(5) The vice rector competent for human resources shall make a decision on the application after consultation with the supervisor.

(6) Employees are not entitled to do telework, but the personal circumstances of the applicant shall be taken into account.

(7) Details regarding telework shall be laid down in a directive by the Vice Rectorate for Human Resources and Gender. In case of amendments, those conditions more beneficial to employees shall apply.

§ 31 Special Leave and Parental Leave

When taking special leave, family leave, and care leave, the following principles shall apply to all employees:

(1) Taking part-time employment and leave, including family leave, shall not lead to direct or indirect discrimination against employees in connection with their employment or training.

(2) If employees return to their jobs after a leave of absence, they shall be given sufficient

²² Directive by the Vice Rector for Human Resources and Gender on Telework (2014)

²³ Federal Law of 27 June 1979 on the Employment of Civil Servants (Civil Servants' Employment Act 1979 - BDG 1979)

time for familiarising themselves with their area of responsibility.

§ 32 Extended Care Leave for Employees at TU Wien²⁴

(1) TU Wien shall grant its employees the possibility to take a leave of absence to perform the necessary care for close relatives who do not live in the same household. The legally stipulated limits that apply to care leave (§ 76 of the BDG, § 29f of the Contractual Employee Act (VBG), §§ 16 to 18 of the Holiday Act²⁵) per calendar year shall not be exceeded when making use of this additional possibility.

(2) Paid care leave can be taken for the necessary care of a close relatives. The need for this care shall be deemed to exist, if a sick relatives cannot be left alone because of the type and severity of the illness or her/his age, if the sick relatives requires assistance, or if medical care is necessary. The physician consulted shall determine the length of the need for care resulting from a particular illness. The leave may also be necessary for a certain amount of hours only.

(3) Necessary care shall also be deemed to include the completion of urgent tasks that cannot be postponed (e.g. shopping, accompanying someone to the physician's office or the completion of administrative procedures). Close relatives shall be deemed to include parents, grandparents, great-grandparents, biological children, adopted and foster children, if the right of care leave no longer exists; biological children of spouses, registered partners, and domestic partners living in the same household; and grandchildren, and great-grandchildren (irrespective of their household).

(4) This form of leave shall be applied for to the personnel department and needs to be justified in writing in order to demonstrate the necessity of the care. If an insufficient justification for the necessity of the leave is given or if the required documentation of a medical examination is not presented, the working hours taken as leave shall be worked as extra hours.

§ 33 Establishment of Parent-and-Child Facilities

TU Wien shall establish parent-and-child facilities at all its locations and shall equip them to meet the needs of parents (e.g. facilities for preparation of baby food), contingent on available space and technical conditions.

§ 34 Compatibility of Studies with Family Care

(1) TU Wien shall work towards making pregnancy, parenthood, and care of family members compatible with studies and the completion of degree programmes.

(2) Care of family members shall constitute a reason for leave in the meaning of § 67 para. 1 of the UG.

²⁴ Works Agreement regarding Extended Care Leave (2015)

²⁵ Federal Act of 7 July 1976 for the Standardisation of Legislation concerning Holidays and the Introduction of Care Leave

§ 35 Reporting Duties

- (1) In addition to the reporting duties arising from the Directive on the Intellectual Capital Report, the competent vice rectorate shall, every three years, prepare a report on the measures taken to improve the compatibility of work, studies, and family care as well as their effects based on stakeholder surveys, additional data, and the reports of the Representative for Compatibility Issues.
- (2) These reports shall be forwarded to all representative bodies, including the AKG and the Representative for Compatibility Issues, and shall be discussed as needed; they shall also be made available to all members of TU Wien in an appropriate format.
- (3) The rectorate shall publish summaries of survey results and reports in an appropriate format.

C. Validity Period and Entry into Force

§ 36 Validity Period

This Equal Opportunities Plan shall be in force for a period of six years. It shall be adapted to new developments every three years.

§ 37 Entry into Force

The Equal Opportunities Plan at TU Wien under UG shall enter into force by its publication in the University Gazette.