



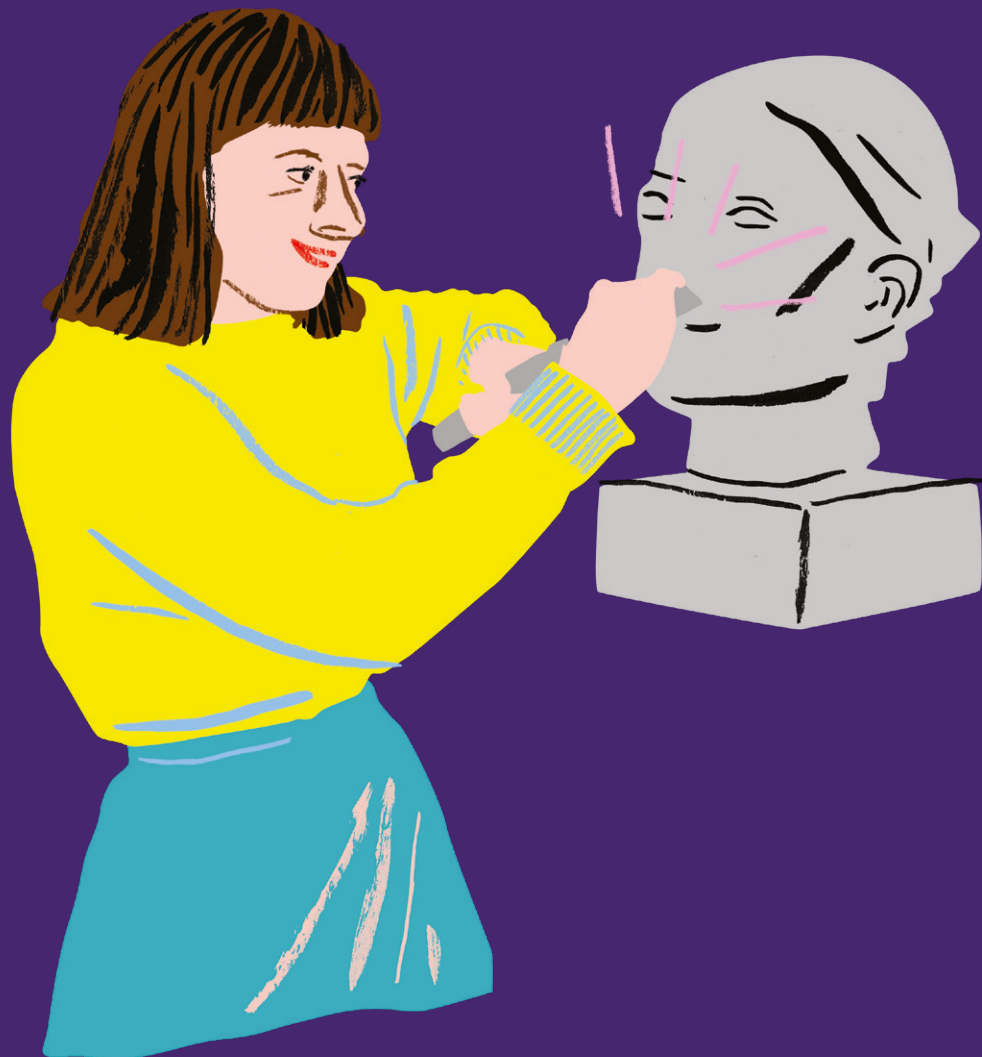
Gender Equality  
in Science  
and Research  
in Austria

# Gender Equality in Science and Research in Austria

Angela Wroblewski, Angelika Striedinger  
in cooperation with  
Roland Bildsteiner, Victoria Englmaier

Study commissioned by the Austrian Federal Ministry  
of Education, Science and Research (BMBWF)

# Foreword



Gender equality has now established itself in science and research as an important means of revealing untapped potential and using it for the benefit of all. To be able to set corresponding, targeted and above all sustainable gender equality measures, we need to regularly analyse the status quo. What does the available information and data obtained from gender monitoring tell us about the status quo of gender equality in science and research in Austria? What have we already accomplished and where is further action needed? The European Higher Education and Research Area plays a central role in this regard, because gender equality must be thought of and shaped in European terms.

Accordingly, my Department follows three goals that are clearly aligned to European targets: (1) to establish a gender balance at all levels in higher education, (2) to anchor gender equality in our higher education structures and processes (e.g. selection processes, compatibility of study/work and family, etc.) to promote equal opportunities, and (3) to strengthen gender studies and its incorporation into teaching and research. These three goals have already been integrated into our core steering instruments such as the National Development Plan for Public Universities or the performance agreements with the individual universities across the country.

Data creates awareness. It also serves as the basis for the design and implementation of evidence-based measures. That's why it is—and always has been—particularly important to me to constantly improve our gender equality indicator system and to document the development of the European Research Area in this report.

The report begins with a comparison of the situation in Austria and the other EU Member States. It then goes on to describe the university, university of applied sciences and non-university research sectors, looking in each case both at the sector as a whole as well as at the individual institutions therein and providing concrete examples of actual measures that have been implemented to promote gender equality.

I hope you will find it to be an interesting and informative read.



Univ.-Prof. Dr. Heinz Faßmann  
Federal Minister of Education,  
Science and Research

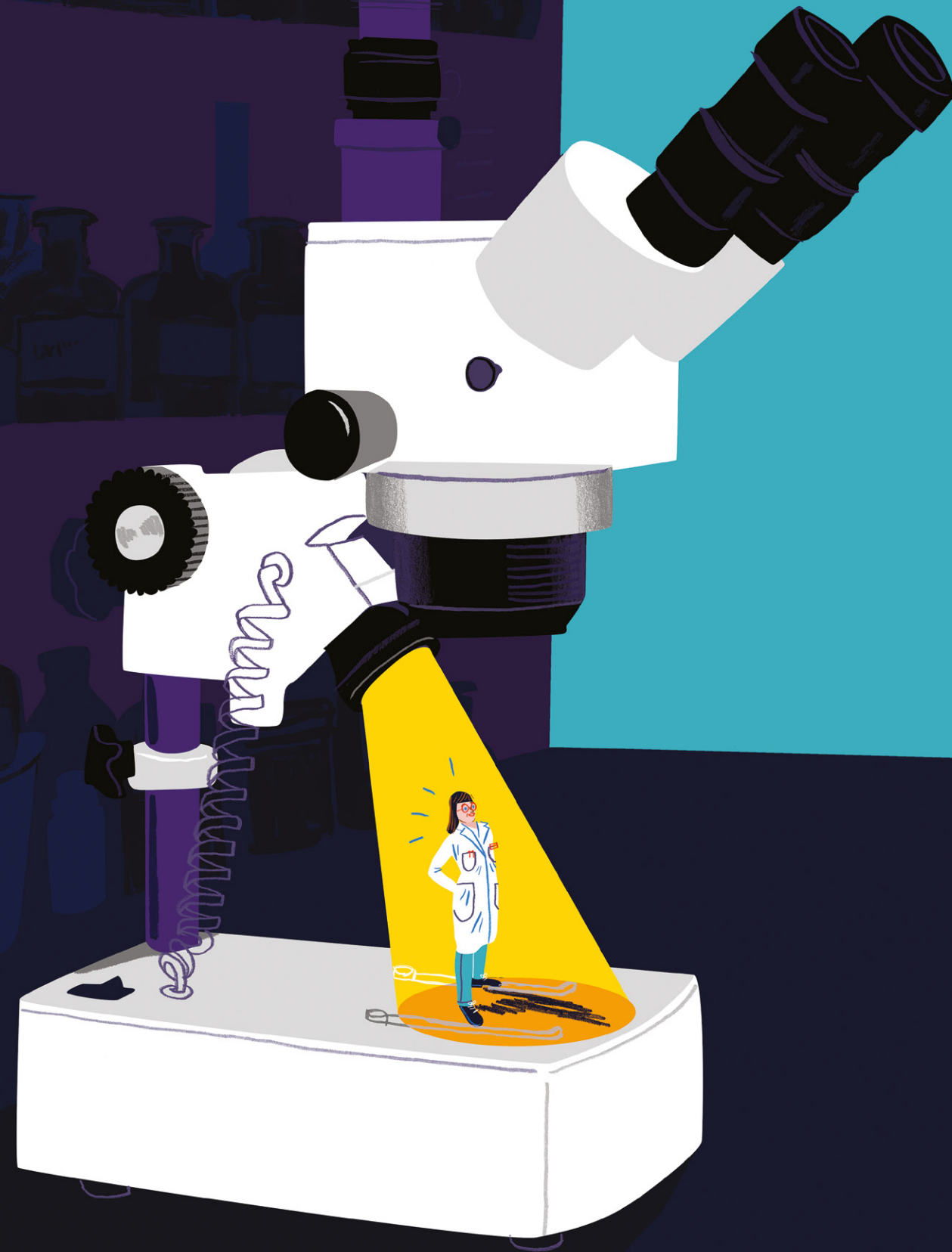


# Contents

<b>1. Introduction</b>	<b>6</b>	3.15 Vienna University of Technology	52	4.7 University of Applied Sciences Joanneum	79	<b>5. Gender Equality at Non-University Research Organisations</b>	<b>98</b>
<b>2. Austria in International Comparison</b>	<b>10</b>	3.16 Graz University of Technology	54	4.8 University of Applied Sciences Carinthia	81	5.1 Situation of women in non-university science and technology research	99
<b>3. Gender Equality at Universities</b>	<b>21</b>	3.17 University of Mining Leoben	56	4.9 University of Applied Sciences Kufstein	82	<b>6. Summary</b>	<b>102</b>
3.1 Overview	21	3.18 University of Art and Industrial Design Linz	58	4.10 University of Applied Sciences Upper Austria	83	<b>7. References</b>	<b>106</b>
3.2 University of Vienna	28	3.19 University of Music and Dramatic Arts Mozarteum Salzburg	59	4.11 University of Applied Sciences Salzburg	86	7.1 Documents consulted	107
3.3 University of Graz	30	3.20 University of Music and Performing Arts Vienna	61	4.12 University of Applied Sciences St. Pölten	87	<b>8. Glossary</b>	<b>114</b>
3.4 University of Innsbruck	32	3.21 University of Music and Dramatic Arts Graz	62	4.13 University of Applied Sciences Technikum Wien	89	<b>9. List of Abbreviations</b>	<b>117</b>
3.5 University of Salzburg	34	3.22 University of Applied Arts Vienna	64	4.14 University of Applied Sciences Vorarlberg	91	<b>10. Tables</b>	<b>118</b>
3.6 University of Linz	36	3.23 Academy of Fine Arts Vienna	66	4.15 University of Applied Sciences Wiener Neustadt	91	<b>11. Imprint</b>	<b>128</b>
3.7 University of Klagenfurt	38	<b>4. Gender Equality at Universities of Applied Sciences</b>	<b>69</b>	4.16 Ferdinand Porsche Fern FH	93		
3.8 Vienna University of Economics and Business	40	4.1 Overview	69	4.17 Health University of Applied Sciences Tyrol	94		
3.9 University of Veterinary Medicine Vienna	42	4.2 University of Applied Sciences BFI Vienna	72	4.18 University of Applied Sciences for Management and Communication	94		
3.10 University of Natural Resources and Applied Life Sciences, Vienna	44	4.3 University of Applied Sciences Burgenland	74	4.19 IMC University of Applied Sciences Krems	95		
3.11 University for Continuing Education Krems	46	4.4 University of Applied Sciences Campus Wien	75	4.20 Lauder Business School	96		
3.12 Vienna University of Medicine	47	4.5 University of Applied Sciences Campus 02	77	4.21 MCI Management Center Innsbruck	96		
3.13 Graz University of Medicine	49	4.6 University of Applied Sciences for Health Professions Upper Austria	79	4.22 Federal Ministry of Defence	97		
3.14 Innsbruck University of Medicine	50						



# Introduction



Gender equality goals and gender equality policies have a long tradition in Austrian higher education policy. The establishment of working groups on equal opportunities at the country's universities at the start of the 1990s created a powerful institutionalised means of preventing discrimination in appointment procedures. Over time, a comprehensive bundle of measures was developed to advance women, gender equality and gender research (Wroblewski et al. 2007). These included post-doctoral habilitation grants for women, mentoring programmes, childcare facilities and other programmes such as FEMtech. Until the universities gained autonomy, the Ministry of Science and Research was the driving force behind initiatives to advance women's career opportunities and gender equality. When the Universities Act 2002 [Universitätsgesetz] came into force and granted broad autonomy to the universities, responsibility for the development of gender equality policy also shifted to the latter.

§ 2 of the Universities Act [UG 2002] formulates "equality of the sexes", "compatibility of studies or career and responsibilities for the care of children and family members requiring care" and "special attention to the needs of the handicapped" as guiding principles that are to be observed by the universities. § 3 defines "gender equality" and "the advancement of women" as university tasks. § 1 stipulates that universities should provide junior scientists and academics with the abilities, qualifications and methodological skills needed to help "a society in transition to master the challenges it faces in a humane and gender-equal fashion". UG 2002 also establishes core institutions to advance women and gender equality, namely the incorporation of a career advancement plan for women and a gender equality plan into a university's statutes (§ 20b) and the establishment of both a working group on equal opportunities (§ 42) as well as an organisational unit responsible for the coordination of activities relating to gender equality, the advancement of women and gender research (§ 19). UG 2002 likewise stipulates that women shall make up at least 50% of the members of all collegial bodies (§ 20a).

§ 2 of the University of Applied Sciences Studies Act [Fachhochschul-Studiengesetz] obliges the provider to "give regard to gender equality and the advancement of women". It also stipulates that they "shall strive for a balanced representation of women and men on their bodies and committees".

The provisions outlined above are based on an understanding of gender equality that is oriented on three goals:

1

**Integration of women**  
into all areas and all  
hierarchy levels in  
science, academia and  
research

2

**Removal of structural  
barriers to women** so  
that women and men enjoy  
equal career opportunities  
in science, academia and  
research

3

**Integration of the  
gender dimension**  
into research  
programmes and  
research-led teaching



These goals correspond to a large extent to the gender equality goals for the European Research Area (ERA; European Commission 2012: 12). In the ERA, the European Commission invites Member States to work with universities, research organisations and funding agencies to introduce measures to:

- remove barriers to women in application, recruitment and career progression processes,
- address gender imbalances in decision-making processes, and
- strengthen the gender dimension in research programmes.

In Austria, these goals are incorporated into the main higher education policy steering instruments such as the performance agreements concluded between the Ministry of Science and Research and the universities, the Academy of Sciences (ÖAW) and the Institute of Science and Technology Austria (IST Austria). In these performance agreements, the research organisations formulate their gender equality goals and the measures they are implementing to achieve them. Since the universities in Austria gained their autonomy, a heterogeneous bundle of gender equality measures has emerged, albeit with different priorities, target groups and intensities.

When the outcome-oriented budget approach was introduced for government spending in Austria, the Ministry of Science and Research formulated corresponding gender equality goals in 2014 that are incorporated into the aforementioned performance agreements. The Ministry for Transport, Innovation and Technology (BMVIT) also introduced a gender equality goal for research. These specific outcome-oriented gender equality goals are as follows:

- Balanced representation of women and men in leadership positions, on management and decision-making bodies and committees and among junior scientists, academics and artists.
- Better use of the skilled workforce and potential available in Austria, in particular by raising the share of women in research, technology and innovation. (BMDW)
- An increase in the number of people working in technology and innovation with a particular focus on raising the share of women. (BMVIT)

To help achieve these goals, measures are also being initiated at government level to advance women's careers and promote gender equality. These include, for instance, the programmes<sup>1</sup> offered by the Austrian Science Fund (FWF) to assist women, the support provided to research organisations in the development and implementation of gender equality plans<sup>2</sup> and the promotion of research projects with an explicit gender focus through the FEMtech initiative<sup>3</sup>.

To monitor progress towards gender equality goals, gender monitoring<sup>4</sup> was introduced based on the obligatory annual intellectual capital reports submitted by the universities. This gender monitoring mainly covers the university sector and contains indicators on the representation of women and men in all areas and at all hierarchical levels (including management and decision-making bodies and committees), the career advancement opportunities open to women and the gender pay gap. For the universities of applied sciences sector, gender monitoring gathers information on the share of women among university staff, students and graduates.

The purpose of this report is to use the information obtained from gender monitoring and other sources to demonstrate the status quo of gender equality in science, academia and research in Austria. It differentiates thereby between universities, universities of applied sciences and non-university research organisations. The report reveals a very heterogeneous picture for gender equality—even in comparable contexts, thereby also indicating the scope that is available to institutions to drive gender equality forward.

The report begins with a comparison of the situation in Austria and other EU Member States. It then goes on to describe the status quo and development of gender equality in the three sectors mentioned above—universities, universities of applied sciences and non-university research organisations. In each case, it describes the situation both in the sector as a whole and in its individual institutions, augmenting these descriptions with corresponding examples of good practice measures in gender equality. It concludes with a summary of the developments in the three sectors and a discussion of any gaps in the data that necessitate further expansion of gender monitoring.

- 1 The FWF offers two career development programmes for female scientists: the Hertha Firnberg Programme for post-docs to support women at the start of their careers and the Elise Richter Programme for senior post-docs to help women acquire the qualifications needed to apply for a professorship in Austria or abroad (habilitation, artistic habilitation or equivalent). Both programmes provide women with financial aid for up to six years.
- 2 For example, FEMtech Karriere ("FEMtech Careers"), which supports science and technology organisations in the development and implementation of measures to promote women or work-life balance.
- 3 The FEMtech initiative supports research, technology and innovation projects which focus in particular on the different needs and realities of life for women and men.
- 4 Gender monitoring forms part of the BMBWF's online higher education statistics database, unidata. For further details see [www.bmbwf.gv.at/unidata](http://www.bmbwf.gv.at/unidata).

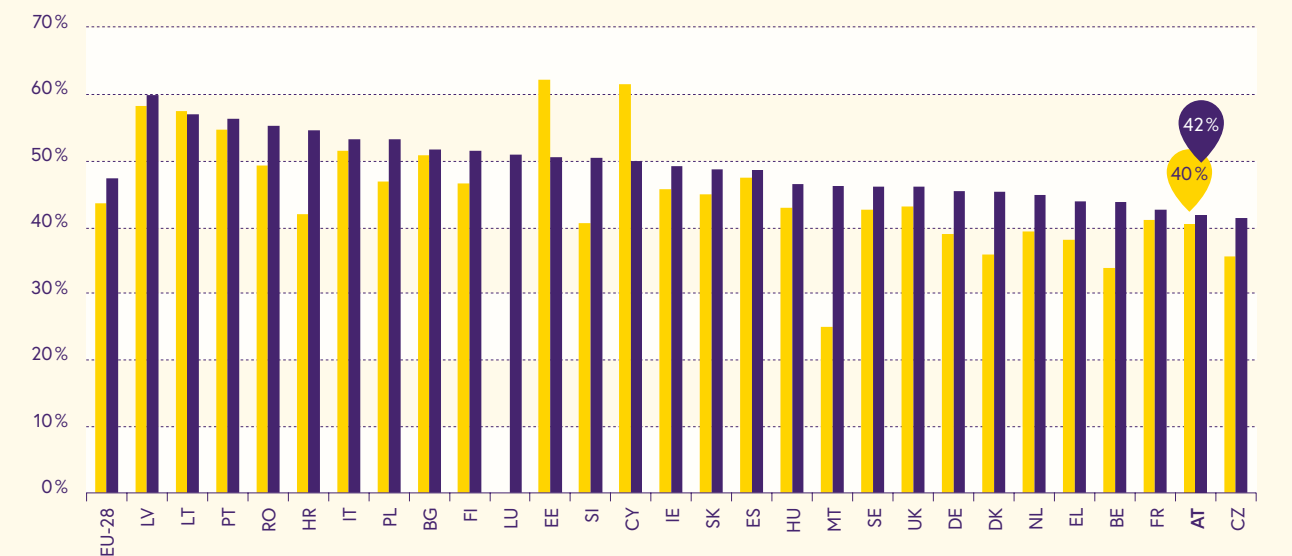
# Austria in International Comparison



To embed the situation in Austria in a broader context, this chapter presents selected indicators for gender equality in science and research in the EU based on the She Figures 2015. The focus thereby lies on the presence of women in science, academia and research, the gender pay gap and the share of women in management and decision-making functions.

Although women have formed the majority among students in Austria since the end of the 1990s, the gender ratio for PhD / doctoral graduates is not yet balanced: women only make up 41.8% (2012) of graduates at this level. This places Austria in the penultimate position in the EU ranking. It also indicates a smaller rise in female PhD / doctoral graduates than the EU average: while the share of women among PhD / doctoral graduates rose on average by 3.8% in the EU Member States, it only increased by 1.8% in Austria. Accordingly, the potential number of women available for the science and research sector is also significantly lower in Austria than in other EU Member States.

FIGURE 1  
Share of women among PhD / doctoral graduates in the EU (ISCED 6)



No data available for LU for 2004. Source: She Figures 2015: 23

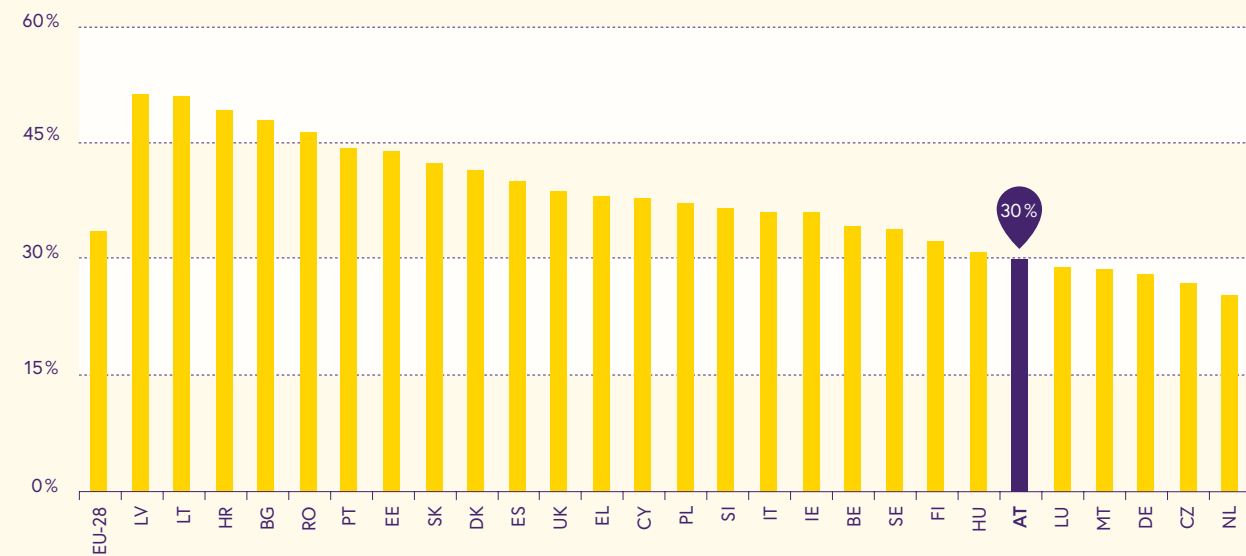
**Development in the share of women studying science and engineering subjects**



The share of women is particularly low in the technical and engineering disciplines. In 2012, women made up 23% of graduates in these disciplines, again placing Austria in the penultimate position in the EU ranking. A catch-up process has, however, clearly begun: in 2004, the corresponding share of female graduates lay at only 14%.

The share of women falls again when we look at scientists and researchers rather than PhD/doctoral graduates. The share of female scientists and researchers in Austria lies at 30%—again below the EU average (34%). However, the rise in the number of women working in these fields is above the EU average (She Figures 2015). While the number of people working in science and research in Austria rose from 2005 to 2011 by an average of 4.7% per year (EU-28: 3.3%), the annual growth rate for female scientists/researchers lay at 8.7% (EU-28: 4.8%).

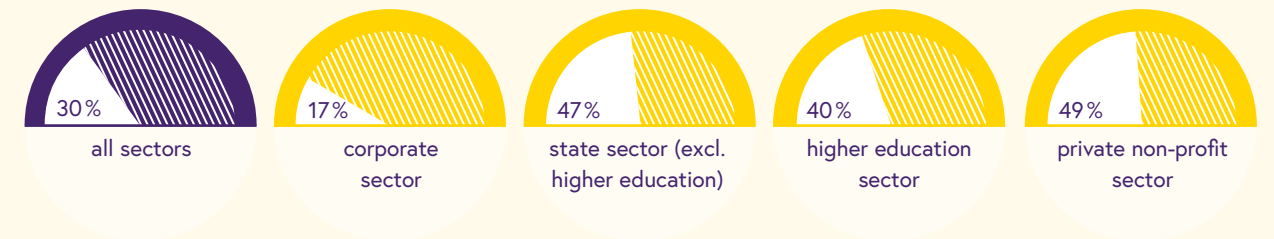
**FIGURE 2**  
**Share of female scientists or researchers in the EU (2015)**



No data available for FR for 2015. Source: Eurostat

The share of women varies greatly between sectors. While the share of female scientists or researchers in the corporate sector lies at only 17%, the ratio of women and men is almost balanced in the non-profit and state sectors (excl. higher education). In the higher education sector, women make up 40% of scientists or researchers. In EU ranking terms, Austria lies here in 23<sup>rd</sup> position for the corporate sector and 20<sup>th</sup> position for the higher education sector. In both the non-profit and state sectors, Austria assumes a mid-range position in the rankings. However, these two sectors only account for around 5% of all scientists and researchers.

**FIGURE 3**  
**Share of female scientists or researchers in Austria by sector (2015)**

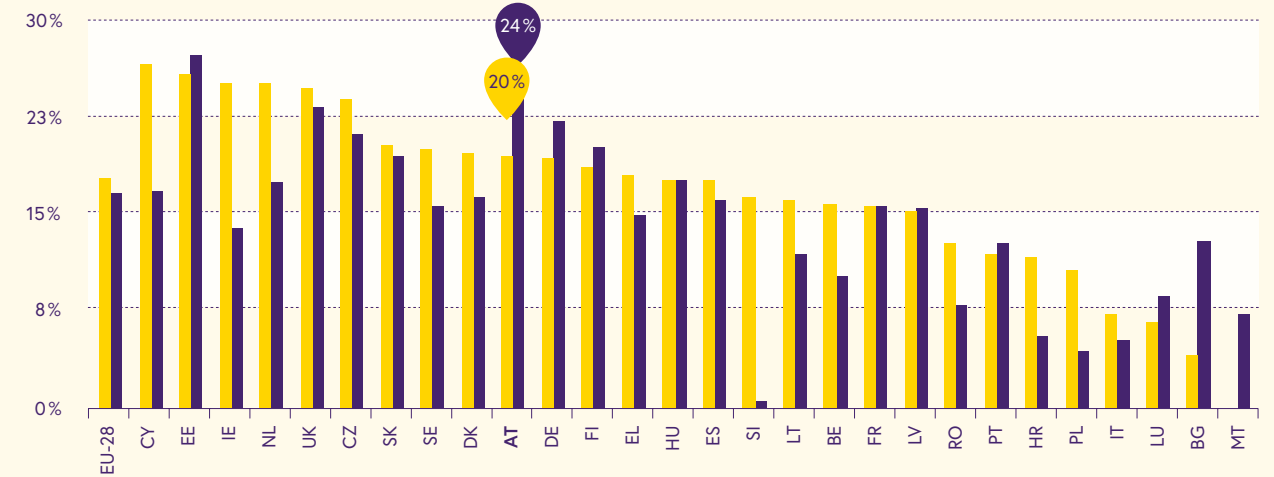


Corporate sector incl. cooperative research facilities organised as corporations such as competence centres or the Austrian Institute of Technology; higher education sector incl. ÖAW, IST Austria and universities of applied sciences; private non-profit sector incl. non-profit research, e.g. in associations. Source: Eurostat

In Austria, women are not only clearly underrepresented in science and research, they also earn on average 19.5% less than their male counterparts in this sector (based on their average hourly salaries). The gender pay gap thus lies above the EU average of 17.9%.

While Austria has the second highest gender pay gap (24%) in the EU for the total economy (the highest is found in Estonia), the situation for the science and research sector is somewhat more positive. Nine EU Member States (Cyprus, Estonia, Ireland, the Netherlands, the United Kingdom, the Czech Republic, Slovakia, Sweden and Denmark) have a higher gender pay gap than Austria in this sector.

**FIGURE 4**  
**Gender pay gap in science and research and in the total economy in the EU (2010)**



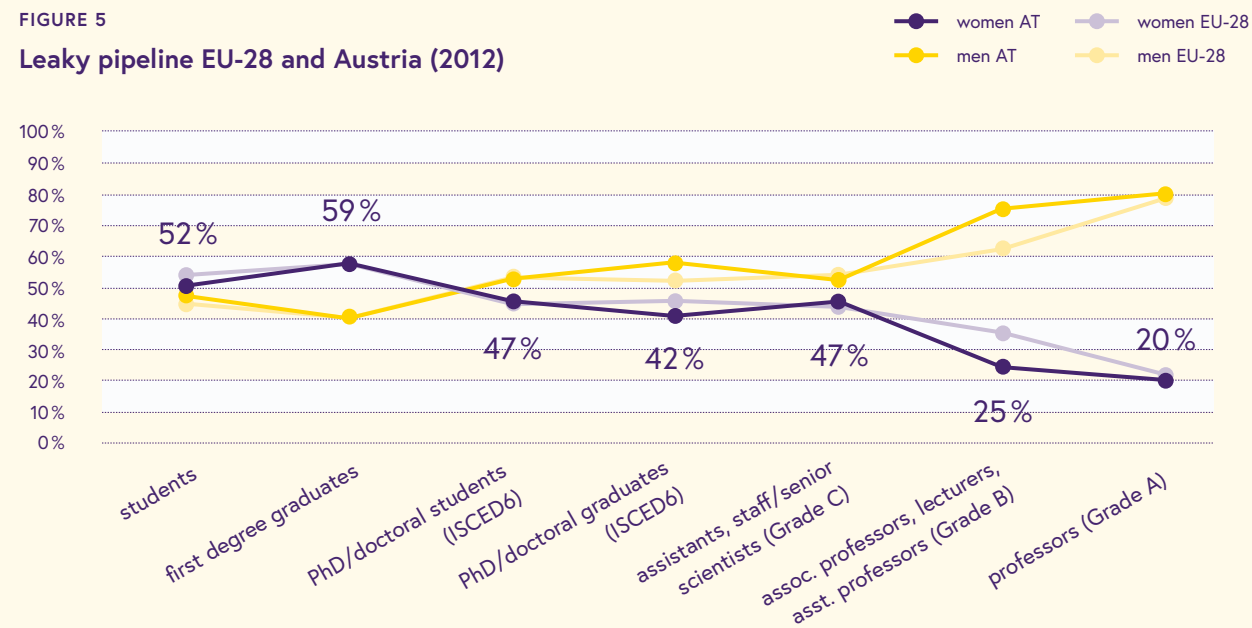
Source: She Figures 2015: 109



In Austria, two thirds of all female scientists and researchers work in the higher education sector, compared to only 42% of their male counterparts. In contrast, the corporate sector plays a far bigger role for men in this field: slightly more than half of men but only a quarter of women working in science and research are employed in the corporate sector.

Employment in the higher education sector is characterised by the so-called leaky pipeline, i.e. a declining share of women in senior functions. The situation in Austria corresponds here by and large to the EU average. The share of women among students and first degree graduates lie in both cases at over 50%. However, far fewer women than men elect to do a PhD/doctorate and thus follow a scientific career path. At 25%, the share of women among assistant professors or associate professors in Austria lies below the EU average (37%). In other words, this gap widens in Austria at an earlier level.

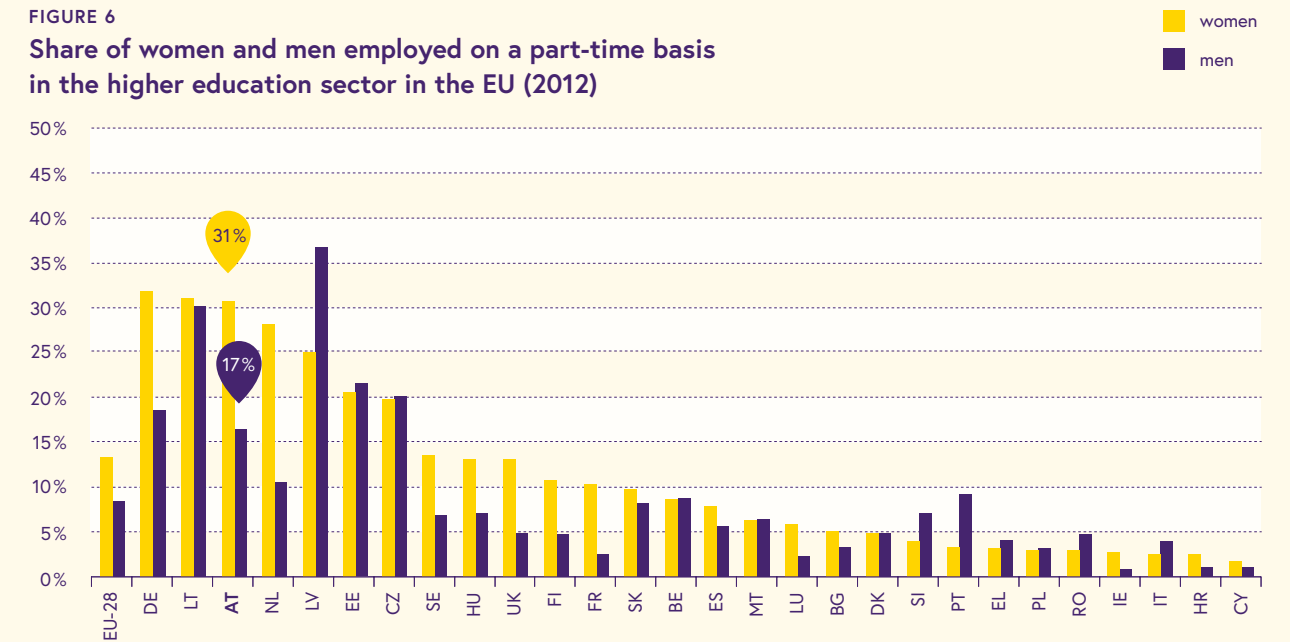
FIGURE 5  
Leaky pipeline EU-28 and Austria (2012)



Source: She Figures 2015: 127ff.; unidata

In Austria, Germany, Lithuania, the Netherlands, Latvia, Estonia and the Czech Republic, women in the higher education sector frequently work on a part-time basis. Indeed, at least one in five female scientists in the higher education sector in these countries works part-time. In Germany, Austria and the Netherlands, there is a distinct gender gap in the higher education sector for part-time employment, with far more women working part-time than men. In Latvia, the situation is the reverse: far more men than women work on a part-time basis in higher education. In Lithuania, Estonia and the Czech Republic, an equal ratio of women and men are employed in the higher education sector on a part-time basis.

FIGURE 6  
Share of women and men employed on a part-time basis in the higher education sector in the EU (2012)



Source: She Figures 2015: 102

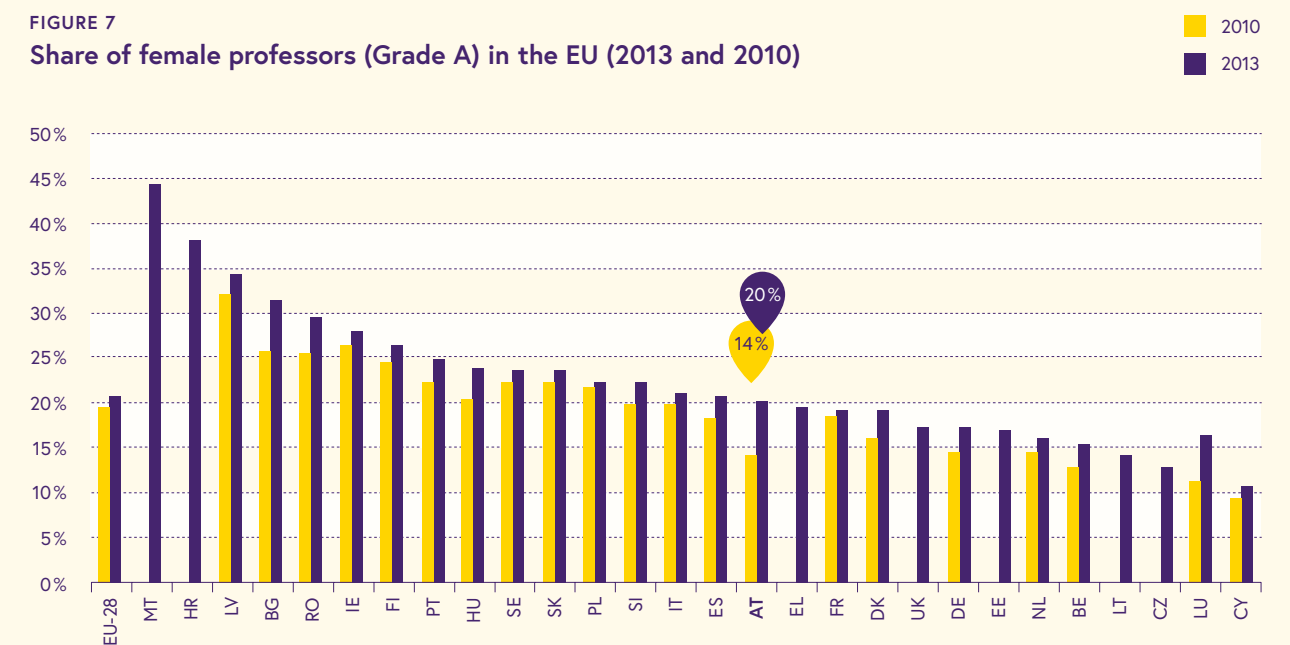
The debate on career opportunities for women in science and academia frequently focuses on the share of women in the most prestigious positions—professorships. In Austria, 20.3% of professors are women. This corresponds to the EU average, yet still leaves Austria lagging far behind countries like Malta, Croatia, Latvia or Bulgaria, where more than 30% of professors are women. However, Austria does demonstrate—along with Luxembourg—the highest rise in the EU in the share of female professors between 2010 and 2013 (+40%).

Increase in the share of female professors between 2010 and 2013



Austria thus has the highest rise in the share of female professors in the EU.

FIGURE 7  
Share of female professors (Grade A) in the EU (2013 and 2010)



No data available for MT, HR, EL, UK, EE, LT, CZ for 2010. Source: She Figures 2015: 131

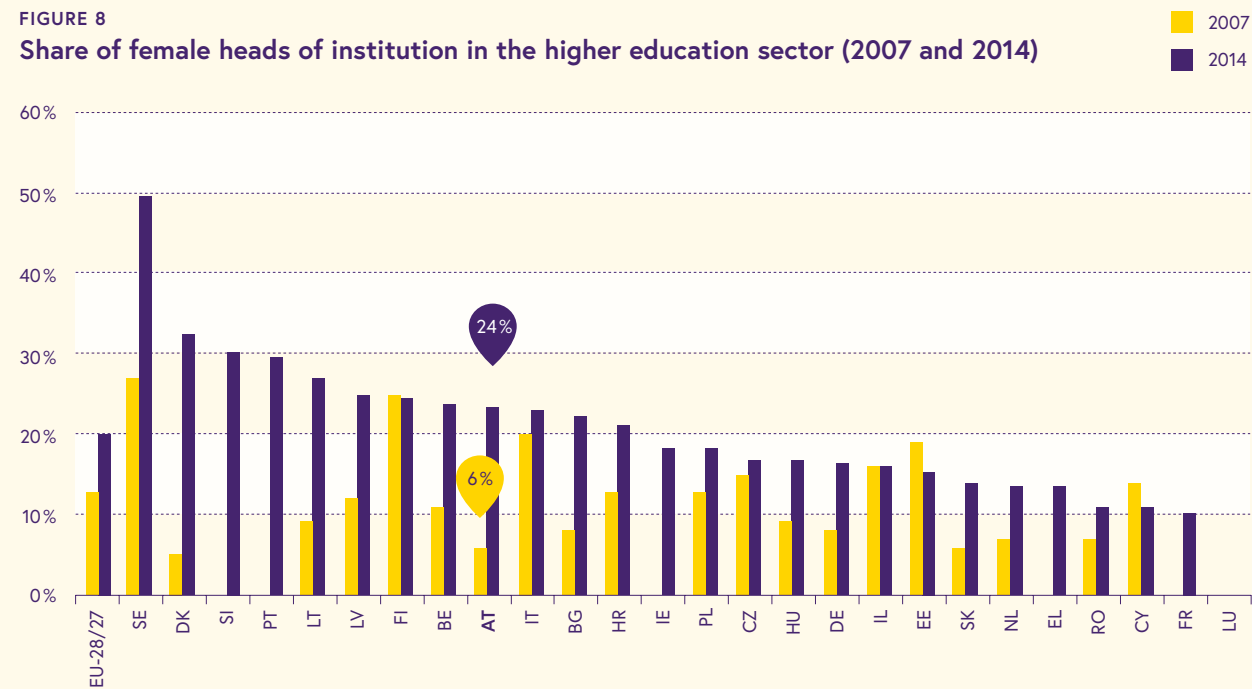
**2014: Share of female heads of institution in the higher education sector**

23.5%

In Austria, the share of female heads of higher education institutions has quadrupled since 2007. After Denmark, this constitutes the second highest growth rate in the EU.

A positive trend can also be seen in Austria for female heads of institution in the higher education sector. The share of women in such positions lies at 23.5% and is thus above the EU average (20%), with Austria occupying 9<sup>th</sup> position in the corresponding EU ranking. Compared to the figures for 2007, the share of female heads of institution has improved significantly in some EU Member States, most notably in Denmark, where it has increased sixfold from its low starting point. In Austria, the share of women in such positions quadrupled from 2007 to 2014. Over the same period, it trebled in Lithuania and doubled in Belgium, Germany, Latvia, the Netherlands and Slovakia.

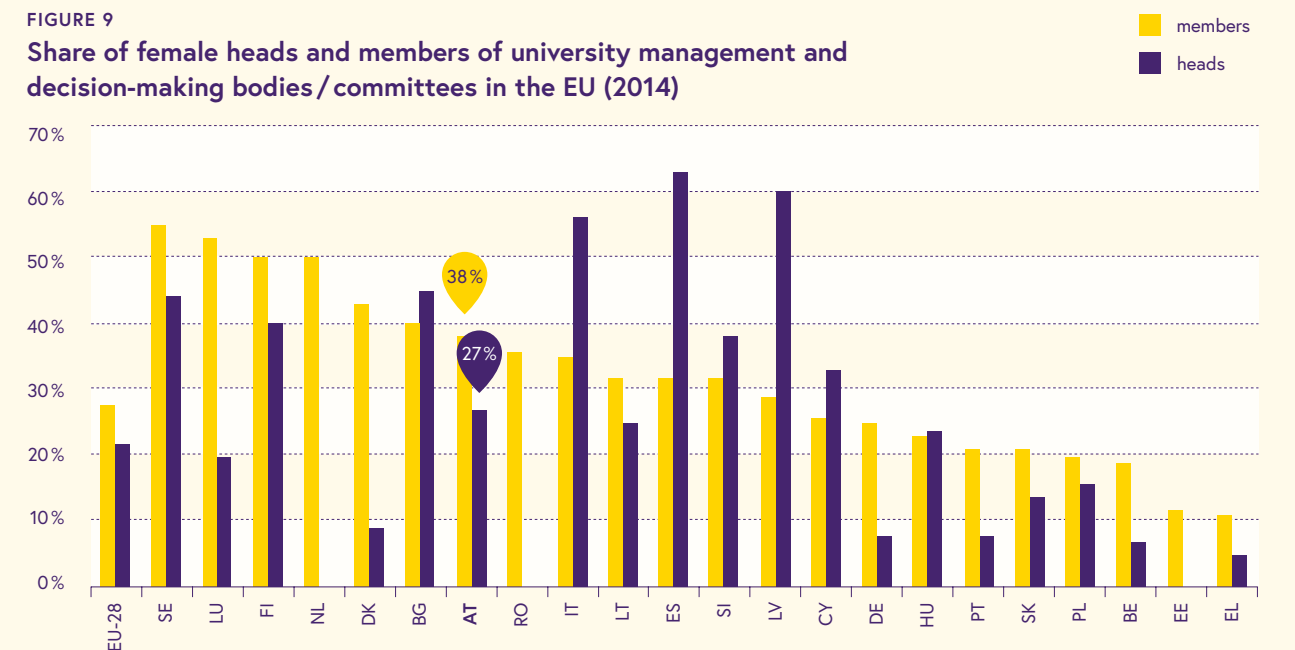
**FIGURE 8**  
Share of female heads of institution in the higher education sector (2007 and 2014)



No data available for SI, PT, IE, EL, FR for 2007. Source: She Figures 2015: 141; She Figures 2009: 97

Austria lies above the EU average when it comes to the share of female heads (38%) and members (27%) of university management and decision-making bodies / committees and occupies 7<sup>th</sup> position in the corresponding EU ranking. Sweden, Luxembourg, Finland and the Netherlands have all already achieved gender parity for university management body / committee members, while at least 40% of university management body / committee members in Denmark and Bulgaria are women. Austria lies in 9<sup>th</sup> position here in the EU ranking. While around 60% of university management bodies / committees in Spain and Latvia are headed by women, only around 30% of their members are female.

**FIGURE 9**  
Share of female heads and members of university management and decision-making bodies / committees in the EU (2014)



Source: She Figures 2015: 143

The positive trends in the participation of women in university management and decision-making bodies / committees or the share of female professors in Austria can be attributed in part to statutory provisions (e.g. the introduction of a quota regulation for management bodies / committees in higher education institutions), the efforts of the working groups on equal opportunities (e.g. to prevent discrimination in appointment procedures) and the excellencia programme (2006–2011) to increase the share of female professors (Wroblewski, Leitner 2011). Many of the measures stipulated in the universities' career advancement plans for women and gender equality plans have also raised awareness of the gender issue and triggered structural change.

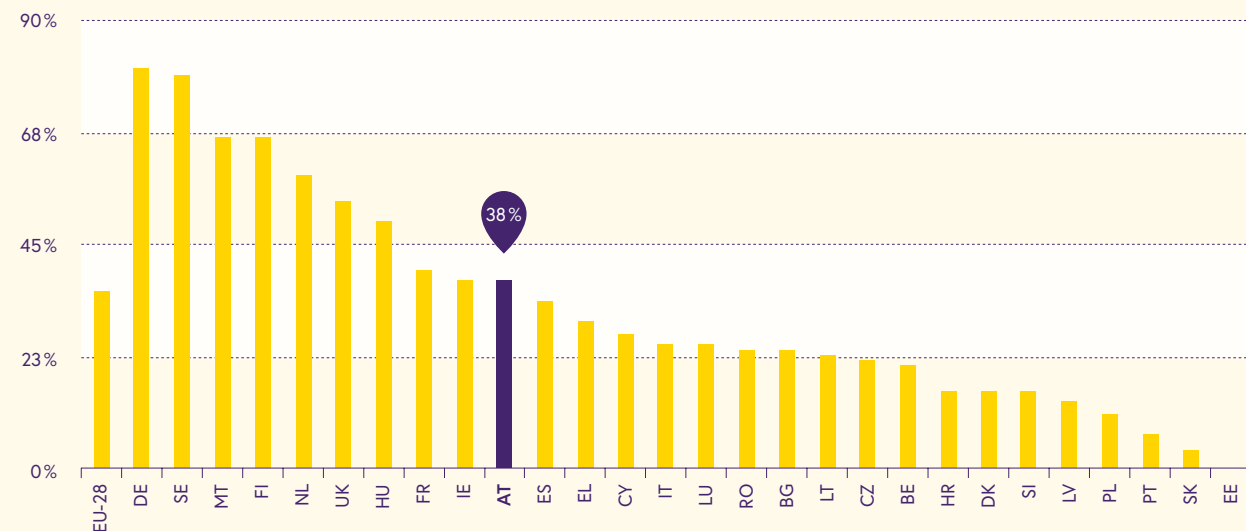


90%

90% of people employed in science and research in Austria in 2013 worked in organisations with gender equality plans. This places Austria in 4<sup>th</sup> position in the EU ranking.

In Austria, 38% of all research institutions have already enacted career advancement plans for women or gender equality plans, thus placing Austria in joint 9<sup>th</sup> position with Ireland in the corresponding EU ranking. Because the universities are required by law to incorporate a gender equality plan into their statutes, they make up the majority of such institutions with gender equality plans. Since universities also employ the vast majority of scientists and researchers, some 90% of people employed in science and research work in organisations that have enacted gender equality plans. In the EU ranking for scientists working in research organisations with gender equality plans, Austria shares 4<sup>th</sup> position with Finland and the United Kingdom—behind Sweden (99%), Germany (96%) and France (92%).

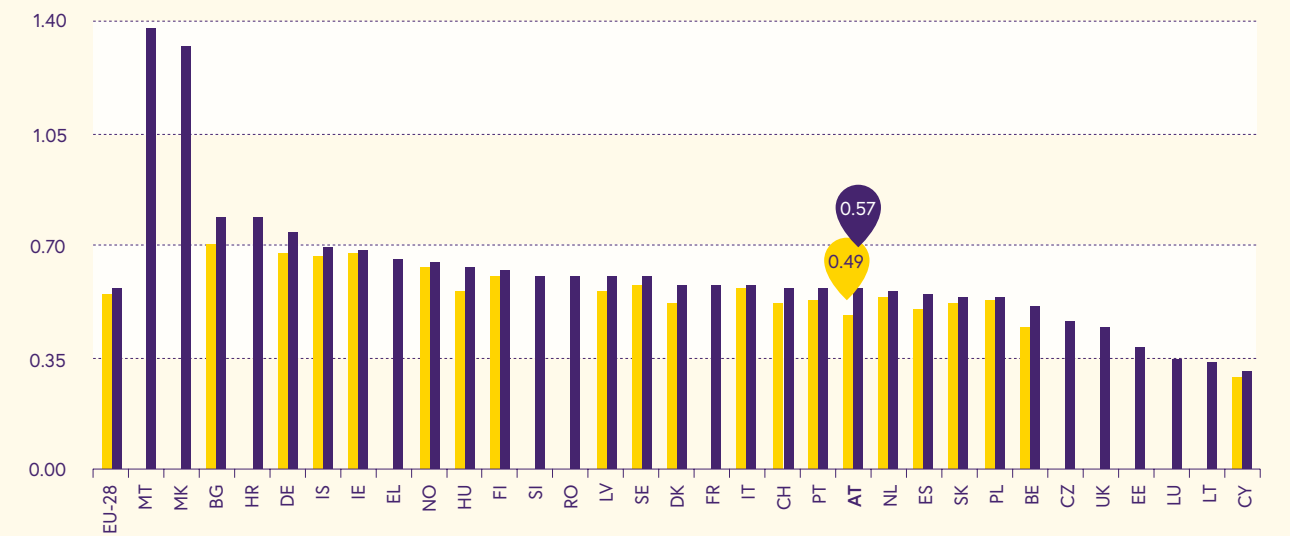
FIGURE 10  
Share of research institutions with gender equality plans in the EU (2013)



Source: She Figures 2015: 116

The Glass Ceiling Index (GCI) measures the chances of women being promoted to top positions in science and research, i.e. to professorships. A score of 1 means that women and men have equal chances of attaining a professorship. The lower the score, the harder it is to break through the glass ceiling. Austria lies in 17<sup>th</sup> position in the corresponding EU ranking. While Austria's GCI score has improved in recent years, it still lies at 0.57 and is thus far from the ideal.

FIGURE 11  
Glass Ceiling Index (2010 and 2013)



For purposes of consistency with the rest of this report, the Glass Ceiling Index was calculated by applying the customary procedure used in Austria to the data found in the She Figures. The data used to calculate the Glass Ceiling Index in the She Figures does not always stem from the years 2010 and 2013; for Austria, for instance, data from 2006 (for 2010) and 2011 (for 2013) was used. Source: She Figures 2015: 145, own calculations

Overall, there is still a need for action in Austria when it comes to gender equality in science and research. The key challenges lie in increasing the share of women who opt for a career in this field (i.e. increasing the number of female PhD / doctoral students) and in reducing the gender pay gap. The underrepresentation of women in engineering and technology disciplines also remains fairly constant. At the same time, clear progress has been made in some areas (such as the share of women in top positions).

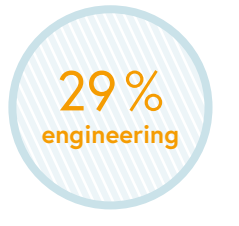
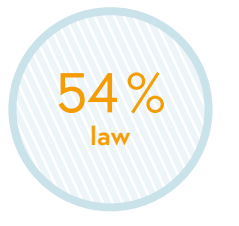
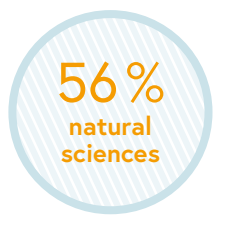




# Gender Equality at Universities

The description of the status quo and the development of gender equality at universities is based primarily on information obtained from gender monitoring. Additional information was also obtained from the universities' performance agreements and intellectual capital reports as well as from the findings of a survey into the integration of gender studies at universities, which was carried out for the University Report 2017 (BMBWF 2017).

Share of female students (2015)



## 3.1 Overview

### 3.1.1 Participation of women

#### 3.1.1.1 Students

In total terms, women make up 53% of university students in Austria. The share of female students does, however, vary significantly across disciplines. In the arts and humanities, 71% of students are women. 56% of natural sciences and 54% of law students are women. The gender ratio is balanced among social and business sciences students, while 29% of engineering students are women.

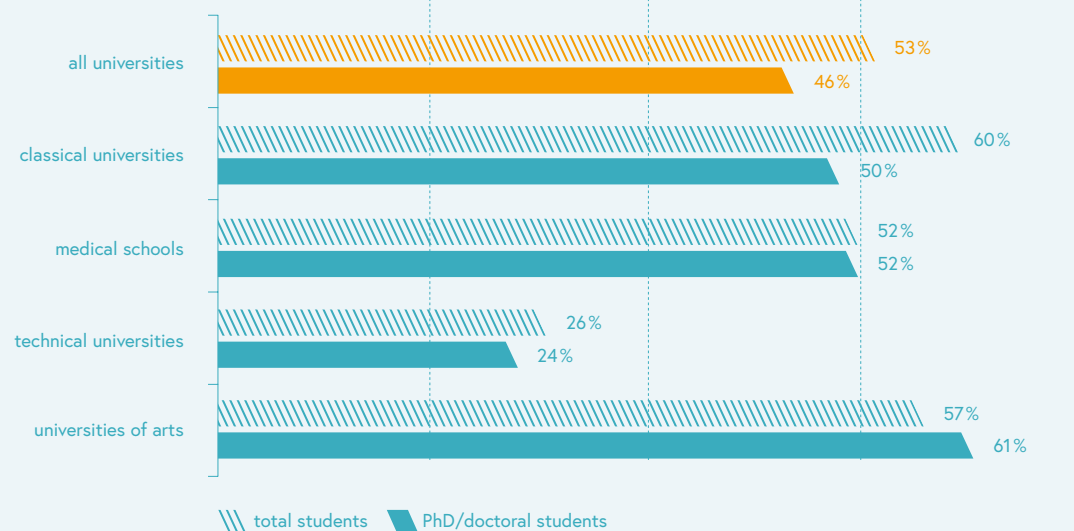
The total number of students in Austria has risen by 20% since 2005, whereby the overall share of women has remained constant. The share of women has, however, risen among engineering students (from 21% in 2005 to 29% in 2016). It has fallen, in contrast, in the natural sciences and medicine (by 6% in each case).

The share of women is far lower (46%) among PhD/doctoral students, and women only form the majority of students at this level in the arts and humanities (60%). A gender balance has almost been achieved among PhD/doctoral students in law and the natural sciences (49% and 48% respectively). In the social sciences, the share of female PhD/doctoral students lies at 41%, while in engineering disciplines it stands at 27%.

The share of women among total students and PhD/doctoral students varies depending on the subject focus of the university. A drop in the share of women from undergraduate to postgraduate level can be seen at the 'classical' universities and to

a lesser extent at the technical universities. At medical schools, the share of women among total students and PhD/doctoral students lies in both cases at 52%. At universities of arts, the share of female students increases at PhD/doctoral level.

**FIGURE 12**  
Share of women among total students and PhD/doctoral students by subject focus of the universities (2015)



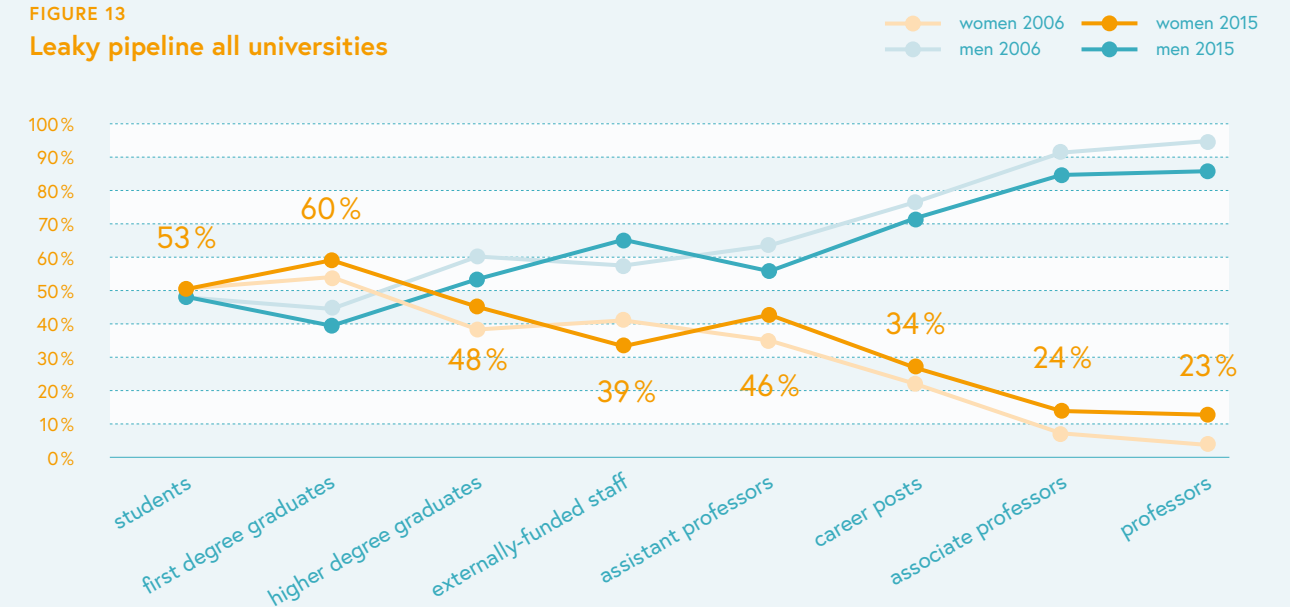
Given their heterogeneity, the so-called special universities (Vienna University of Economics and Business, University of Veterinary Medicine Vienna, University of Natural Resources and Applied Life Sciences, Vienna, University for Continuing Education Krems) have not been grouped together but are included in the overall average. The University of Mining Leoben is grouped with the technical universities. Source: unidata, own calculations

### 3.1.1.2 Employees

The university sector is a growing segment in the labour market: in the period from 2005 to 2017, the number of academic/scientific/artistic staff at universities grew from around 29,000 to almost 40,000, i.e. by 37%. This was accompanied by an increasing integration of women into university staff: the number of female university employees rose over the same period from around 10,700 to 16,300—and thus at a far higher rate (+52%). Overall, a gender balance has more or less been attained in new academic/scientific/artistic appointments since 2005. However, not all personnel categories have grown in equal measure: the number of professorships, for instance, grew by 16%, yet the number of externally-funded staff increased by 66%. A look at the professor group on its own shows that women on average even slightly outnumbered men in appointments to new professorships. If gender parity had been achieved thereby, the share of female professors would have risen from 15% in 2005 to 20% in 2017. However, the actual share for 2017 is 24%.

Given that women make up the majority of students (53%) and first degree graduates (60%), the participation of women in universities in Austria follows the typical picture for the leaky pipeline. However, the share of women falls appreciably for graduates with higher degrees (48%) and lies at 46% in the case of entrants to an academic/scientific career (assistant professors). Only one third of career posts, the newly-created entry-level posts to an academic/scientific career in Austrian universities, are occupied by women. The share of women among associate professors falls again to 24% and lies for professors at 23% (2015).

**FIGURE 13**  
Leaky pipeline all universities



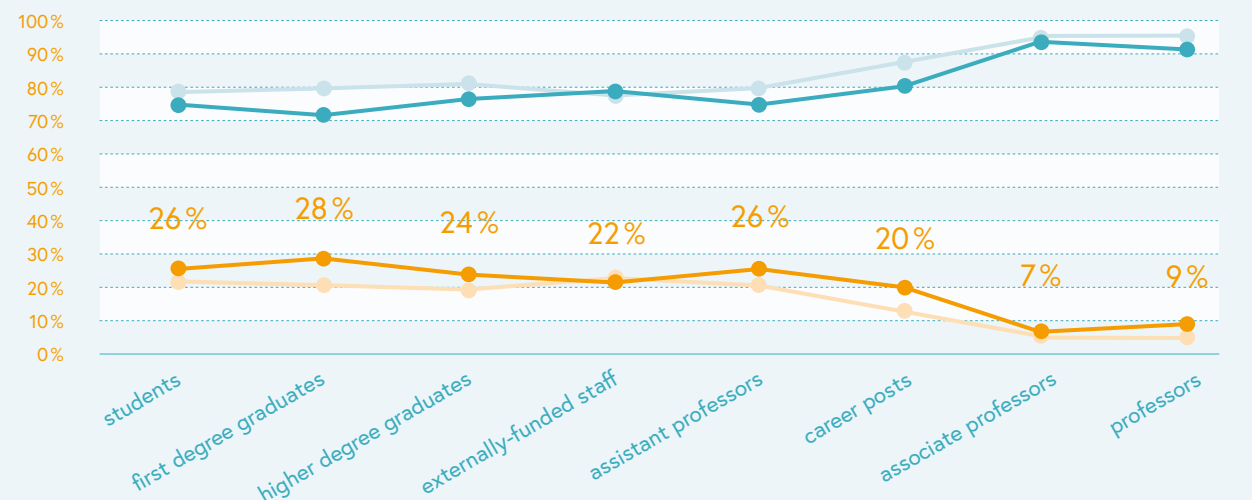
First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

By 2015, the leaky pipeline had closed somewhat in comparison to 2006, i.e. the share of women had risen at all levels of participation with the exception of externally-funded staff (2006: 46%).

Similar pictures can be seen for the leaky pipelines at the classical universities, medical schools and universities of arts, where the trajectories for women and men cross. However, the picture is very different for the technical universities, where the two lines run roughly parallel to each other. In other words, women are already clearly under-represented even at student level. The share of women remains relatively unchanged at the subsequent levels with no real decline seen until associate professor/professor level.



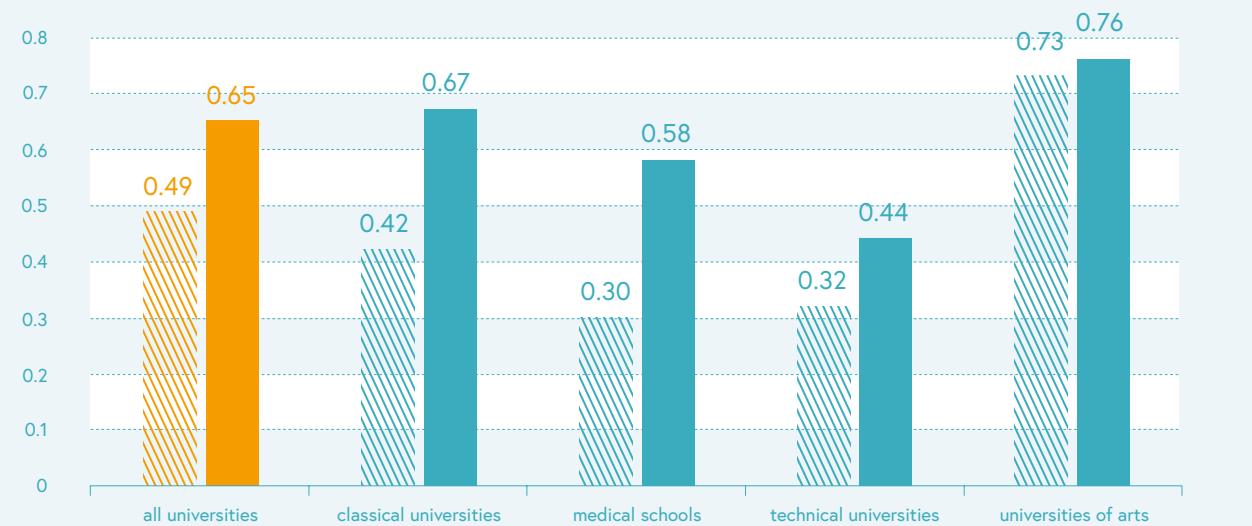
FIGURE 14  
Leaky pipeline technical universities



Incl. University of Mining Leoben. First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

Even if the share of female professors has risen in the last ten years, the glass ceiling for women remains in place—although it has become slightly thinner. The Glass Ceiling Index (GCI) score, which contrasts the share of women among professors with the share of women among academic/scientific personnel, lay in 2016 at 0.65 (2005: 0.49). When the GCI score lies at 1, women and men have equal chances of promotion.

FIGURE 15  
Glass Ceiling Index by subject focus of the universities



Given their heterogeneity, the so-called special universities (Vienna University of Economics and Business, University of Veterinary Medicine Vienna, University of Natural Resources and Applied Life Sciences, Vienna, University for Continuing Education Krems) have not been grouped together but are included in the overall average. The University of Mining Leoben is grouped with the technical universities. Source: unidata, own calculations



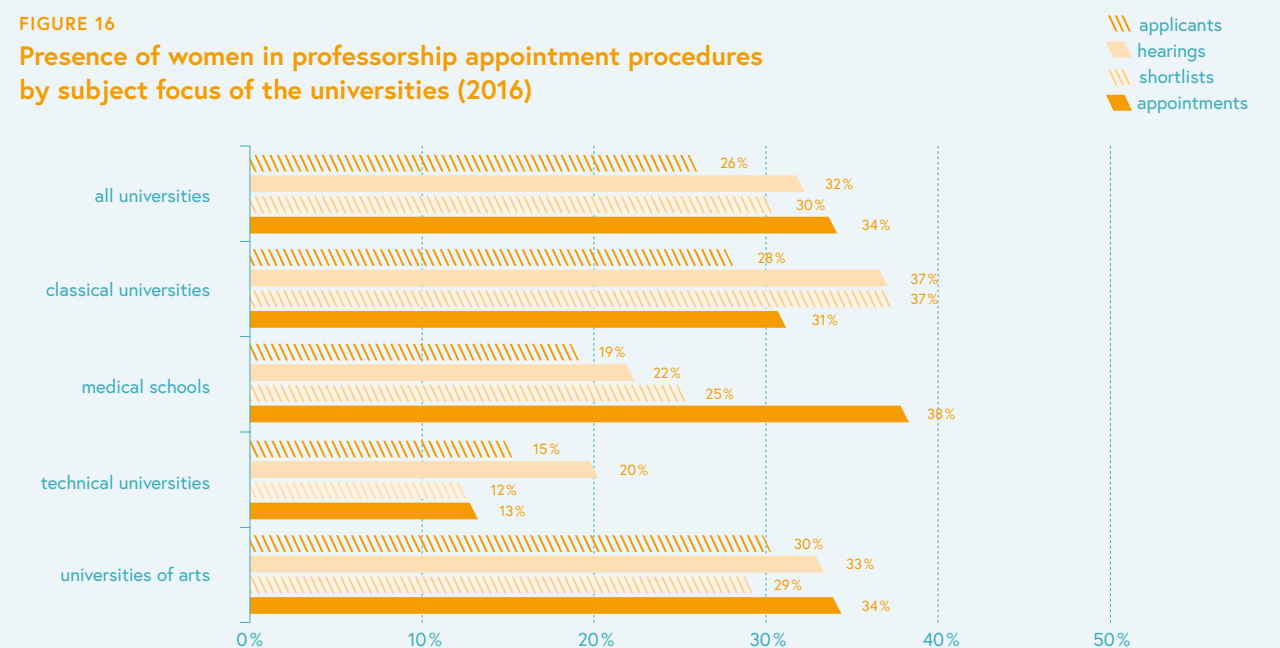
With a GCI score of 0.76, the universities of arts are far closer to this ideal than the technical universities (GCI: 0.44) or medical schools (GCI: 0.58) in Austria. Over the last ten years, the chances of promotion for women have improved most at the medical schools followed by the classical universities.

The chances of promotion are also reflected in the outcomes of professorship appointment procedures in 2016. A total of 103 such appointment procedures were held in that year with—given the ratio of female to male applicants—a disproportionate share of women invited to hearings and included on the shortlists. Women made up 26% of applicants but 32% of candidates invited to hearings. Of the newly-appointed professors, 34% were women. If this were to remain constant (i.e. the share of women among newly-appointed professors), it would take nineteen years until a gender balance in professorships was reached.

Adherence to the “duty of career advancement for women” (§ 41, UG 2002), which states that female applicants with equal qualifications to their male counterparts should be given preference in invitations to hearings, inclusion on shortlists and final selection, is particularly manifest at Austria’s medical schools. At the classical universities, this duty of career advancement for women is primarily evident in invitations to hearings and inclusion on shortlists. A different situation is encountered at the technical universities, where it is frequently the case that a disproportionate share of women are invited to hearings, yet women remain underrepresented—in comparison to the share of female applicants—on appointment shortlists and among appointments.



**FIGURE 16**  
Presence of women in professorship appointment procedures by subject focus of the universities (2016)



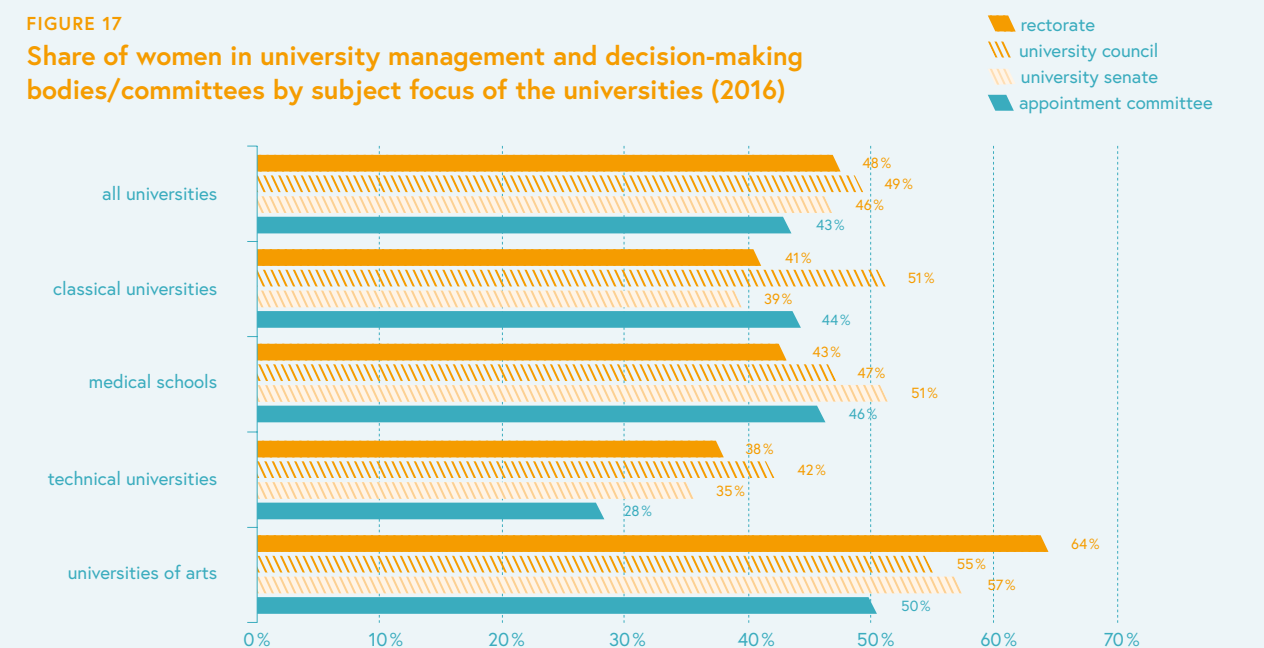
Given their heterogeneity, the so-called special universities (Vienna University of Economics and Business, University of Veterinary Medicine Vienna, University of Natural Resources and Applied Life Sciences, Vienna, University for Continuing Education Krems) have not been grouped together but are included in the overall average. The University of Mining Leoben is grouped with the technical universities. Source: unidata, own calculations

### 3.1.2 Women in decision-making functions

At present, eight of the 22 universities in Austria have a female rector. Across all universities, the share of female rectorate members lies at 48%. Gender parity has also almost been achieved on university councils (share of women: 49%) and senates (share of women: 46%). Since 2010 (following the introduction of a quota regulation for university management and decision-making bodies and committees), the share of women on such bodies and committees has risen continuously. This also applies for committees installed by the senates (e.g. appointment committees). In 2016, two thirds of all appointment committees met the required quota for women. Overall, the share of women among appointment committee members lay at 43%.

At the universities of arts, at least 50% of the members of all university management bodies/committees are women. At the technical universities, just over one third of rectorate and senate members and 42% of council members are women. A total of 28% of appointment committee members are female, and only one in every ten appointment committees at a technical university meets the statutory quota for women. At the medical schools, the share of female committee members has risen appreciably in recent years; all appointment committees at medical schools now have the required share of female members. The situation at the classical universities has remained stable in recent years—with regard both to the share of women on committees and the share of appointment committees that meet the statutory quota (2016: 63%).

**FIGURE 17**  
Share of women in university management and decision-making bodies/committees by subject focus of the universities (2016)



Given their heterogeneity, the so-called special universities (Vienna University of Economics and Business, University of Veterinary Medicine Vienna, University of Natural Resources and Applied Life Sciences, Vienna, University for Continuing Education Krems) have not been grouped together but are included in the overall average. The University of Mining Leoben is grouped with the technical universities. Source: unidata, own calculations

### 3.1.3 Gender studies at universities

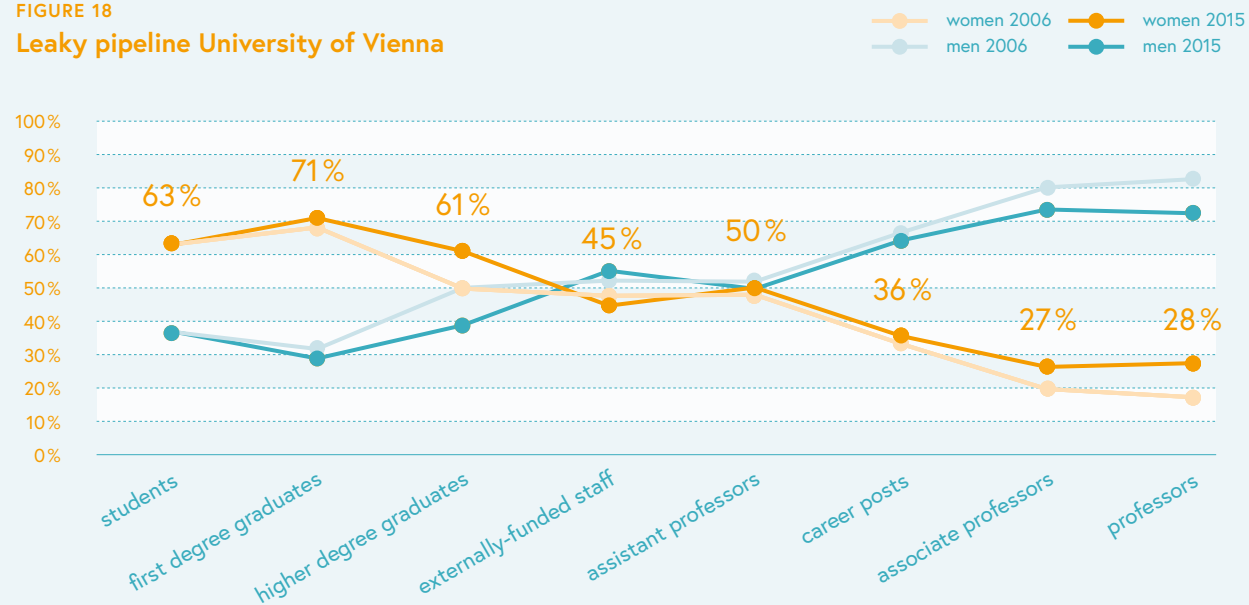
The gender monitoring conducted by the Ministry of Science and Research does not extend to how gender studies is incorporated into the universities. Accordingly, a corresponding survey was carried out in the 2017 summer semester to obtain this information for the University Report 2017 (BMBWF 2018).

Half of the classical universities and universities of arts and two of the three medical schools have already set up institutes for gender studies. In contrast, none of the technical universities have yet done so. Degree programmes in gender studies are offered at three of the classical universities and at Innsbruck University of Medicine. Almost all universities offer at least individual courses or lectures in gender studies. Only two universities (University of Mining Leoben, Graz University of Medicine) offer no such courses.

### 3.2 University of Vienna

Women form the clear majority among students at the University of Vienna—only 37% of its students are male. This can presumably be attributed to the range of subjects offered: nearly half (45%) of all courses at the university are in the arts and humanities, 20% in the natural sciences and one eighth each in law and teacher education. Gender parity has almost been reached for externally-funded staff and assistant professors, while the share of women falls appreciably from career post level onwards. In recent years, the leaky pipeline has at least been narrowed to some extent. The share of women professors, for example, has risen more strongly than the Austrian average—from 18% in 2006 to 28% in 2015. In the last ten years, the average annual rise in the share of female professors lay at 8%.

FIGURE 18  
Leaky pipeline University of Vienna



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

The chances of promotion for women at the University of Vienna have improved significantly in the last ten years. Its GCI score has risen from 0.38 (2005) to 0.73 (2016), i.e. is moving closer to the ideal score of 1. However, although the chances of promotion have improved for women, little change has been seen in the income disparities for professors. The gender pay gap for § 98 UG 2002 professors lies at 93% and is slightly lower for professors with collective agreement contracts at 95%.

Although the university has a male rector, women occupy at least 50% of management positions. 50% of the members of the rectorate are women, as are 56% of the university council members. Women also make up 44% of the members of the senate. The majority (91%) of appointment committees meet the statutory quota for women. Overall, 52% of all appointment committee members are female.

The University of Vienna's last four performance agreements all include the goal of raising its share of women professors. To achieve this, various measures have been introduced at the university to support women at different steps on the career ladder. These include, for instance, Steps to Success, a three-semester career-planning programme for female pre-docs (assistant professors, external lecturers, researchers), the Back-to-Research grant for female post-docs returning to work after a career break (e.g. to care for a family member or raise a family), the muv mentoring programme for young female academics, application coaching for prospective female professors and the Berta Karlik Programme, which grants special temporary professorships at the university for excellent female academics. Two calls have so far been issued for the Berta Karlik Programme (in 2012 and in 2015), with three female professorships granted in each call.

The University of Vienna offers a dedicated interdisciplinary MA in Gender Studies and also incorporates gender studies into other degree programmes, primarily in the form of optional modules or courses. At professorship level, gender studies forms part of the subject allocation of two § 98 UG 2002 professorships (a Chair of History and a Chair of Law) as well as a dedicated § 99 UG 2002 Chair of Gender Studies (restricted to three years). Each semester since 1999, the university has also granted four-month Käthe Leichter Visiting Professorships to give additional international impetus to its own women's and gender studies courses. The Käthe Leichter Visiting Professorships are allocated alternately by the various institutes in the Faculty of Arts.

The Gender and Agency research network at the University of Vienna was established in 2014 to continue and expand the university's ongoing research cooperations in the field of gender studies. The network brings together gender researchers and facilitates new (inter)disciplinary research projects and joint research foci. The emphasis thereby lies on the analysis of the reasons behind discrimination as well as the preparation of agency and de-hierarchisation concepts and strategies in the gender context. To this end, the network is developing and expanding the theory and methods behind its own innovative intersectional "gender and agency" approach. Gender and Agency is one of three research networks currently in place at the University of Vienna.



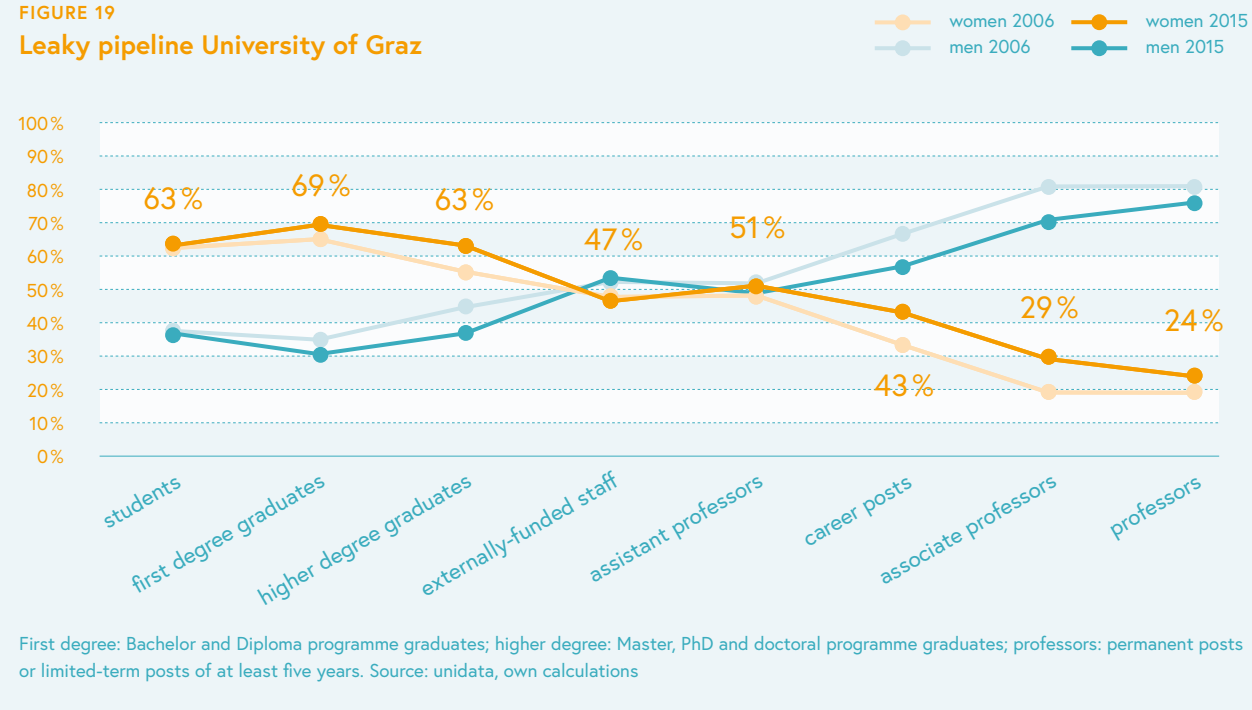
#### Leading-Managing-Developing Skills Programme

The Leading-Managing-Developing Skills (Führen-Leiten-Kompetenzen entfalten) programme helps female pre-docs at the University of Vienna plan their careers and manage their career goals, e.g. heading a research group or project, completing a habilitation or research endeavour, or applying for a professorship. The programme provides them with the opportunity to develop their leadership and management skills, thus anchoring more women in positions of leadership in science and academia. Over the course of the five-module programme, which also includes monthly group coaching sessions, participants develop concrete "tools" and expand their social competences. The programme is open to women with an employment relationship with the University of Vienna that is valid for the next two years. It is financed by the HR Development Unit and is free of charge for university staff. Time spent in programme seminars counts as working time. (University of Vienna Human Resources and Gender Equality Unit 2016).

### 3.3 University of Graz

At the University of Graz, women—like at the University of Vienna—form the majority (63%) of students. However, the structure of the subjects on offer at the University of Graz differs somewhat: only one third of its courses are in the arts and humanities. Around one fifth of the study programmes on offer are in the natural sciences, while another fifth are in the social and economic sciences. Women constitute the majority of students in all disciplines. Although men are underrepresented among students and graduates, gender parity is achieved for externally-funded staff and assistant professors. The share of women drops to 43% for career posts and to 29% and 24% for associate professors and professors respectively.

FIGURE 19  
Leaky pipeline University of Graz



In recent years, the share of female professors at the University of Graz has improved slightly, rising from 19% in 2006 to 24% in 2015. The chances of promotion for women have also improved, bringing the university's GCI score from 0.51 (2005) to 0.74 (2016), slightly below the average rise in the GCI score for Austria as a whole.

The comparatively low rise in the share of female professors is mirrored in the representation of women in professorship appointment procedures. Despite preference being given to women in invitations to hearings (share of women: 41%), the share of female applicants in 2016 lay at 37% and was thus far higher than the share of women appointed to professorships (25%).

Although the share of women among professors has only slightly improved, the income disparities at this level have lessened. While women in § 98 UG 2002 professorships earned 12% less than their male counterparts in 2010, the gender pay gap has since narrowed to 6%.

The University of Graz has had a female rector since 2011. 40% of the members of the rectorate, 56% of the members of the university council and 46% of senate members are women. The share of women in the senate has risen appreciably in recent years (from 24% in 2010). However, although women constitute at least 40% of the members of the highest university management bodies, the same does not apply to most of its appointment committees. In 2016, two out of three appointment committees did not meet the statutory quota for women (compared to almost half in 2015). Overall, 37% of appointment committee members at the University of Graz in 2016 were female.

In its performance agreements for the periods 2007–2009, 2010–2012 and 2013–2015, the University of Graz set itself the goal of raising its share of female professors. In its current performance agreement, the focus lies on increasing the share of women in management functions. The university's focus has also changed with regard to structural barriers: while gender budgeting and compatibility of career / family featured strongly in its earlier performance agreements, they are no longer mentioned explicitly in the current version—even though concrete corresponding measures are still in place.

The University of Graz has been a certified family-friendly university since 2011 (Audit universityandfamily certification) and has introduced a series of family-friendly measures (e.g. childcare facilities and flexible care provisions, a paternity leave option, special leave to care for family members beyond the statutory provisions). Measures have also been taken to break down structural barriers, including the integration of gender equality targets into budgets (a total of €1million is assigned via budgetary equal opportunities indicators).

In 2016, the University of Graz received the Diversitas Award from the Ministry of Science and Research for its project AntiBias-Universität. Organisationale Verankerung



#### Anti-Bias University

The Anti-Bias University. Anchoring Intersectional Mainstreaming into the Organisation at the University of Graz project aims to break down discriminatory dynamics and mechanisms in teaching, research and administration. The AntiBiasZirkel ("AntiBiasCircle") established through the project extends across all levels of the university hierarchy. Its members include the Vice-Rector for Human Resources as well as representatives of administrative departments, the university's Discrimination Protection Unit, decentralised initiatives, students and diversity researchers. The AntiBiasCircle is tasked with identifying synergies and making existing measures available across the university, thus transforming the current (one-dimensional) target group focus into multi-dimensional, intersectional practice and preventing negative effects by spreading responsibilities and involving research, teaching and administration alike. In December 2016, the University of Graz was presented with the Diversitas Award for this project. This € 25,000 award is presented by the Ministry of Science and Research to higher education and research institutes for outstanding initiatives in the field of diversity management (BMWF 2017).



eines intersectional mainstreaming an der Universität Graz ("Anti-Bias University. Anchoring Intersectional Mainstreaming into the Organisation at the University of Graz"), which forms part of its strategic diversity management activities. The goal of this project is to recognise and specifically address factors that hinder the acceptance, promotion and development of talented people.

The University of Graz offers an interdisciplinary MA in Women's and Gender Studies. Gender studies is a compulsory module in the BA in History and MA in Global Studies programmes and an optional module in most other degree programmes at the university. The university has a dedicated Chair of Sociology of Gender and grants an annual Aigner Rollett Visiting Professorship in Women's and Gender Studies.



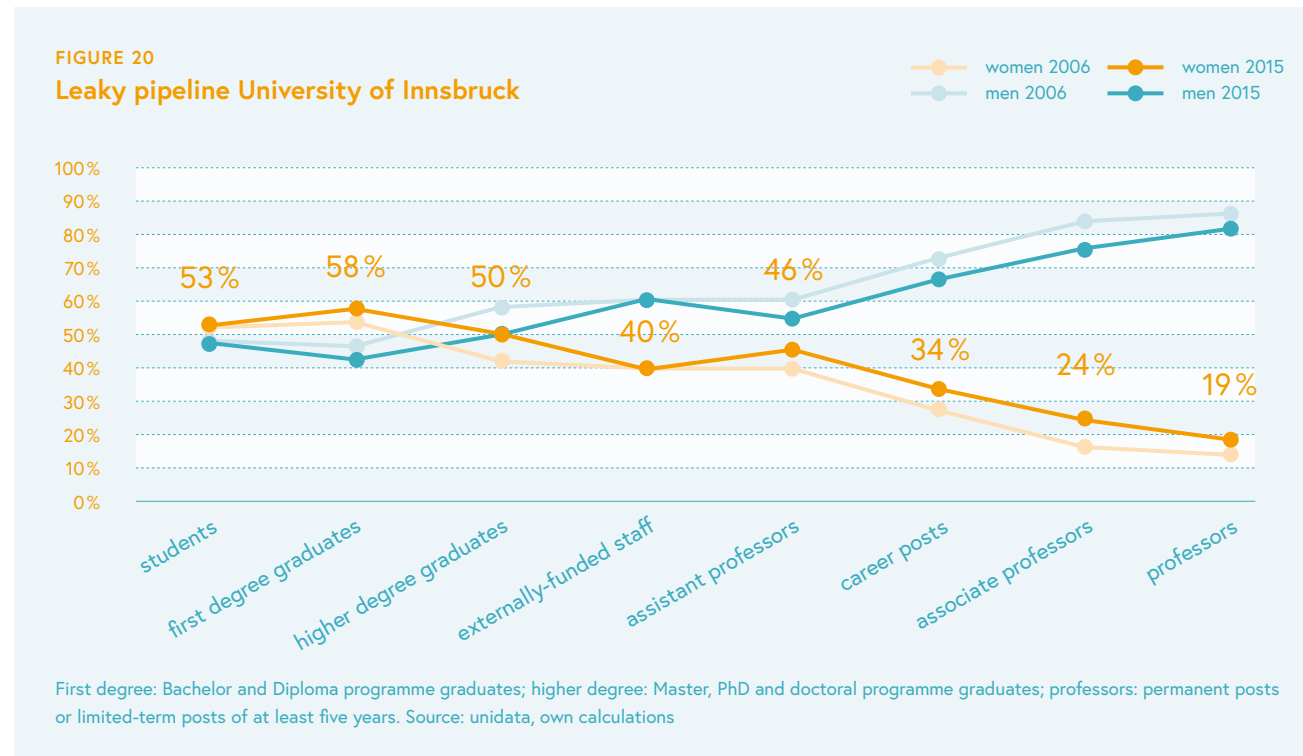
### POTENZIALE

In 2001, the University of Graz joined forces with three other universities in the city (Graz University of Technology, University of Music and Dramatic Arts Graz, Graz University of Medicine) to found the interdisciplinary, cross-university POTENZIALE ("POTENTIALS") programme. The programme is run by the Coordination Centre for Gender Studies and Equality at the University of Graz and provides a shared package of training and staff development measures designed to promote equal opportunities and gender equality at the participating universities. Its measures to help young academics, assist with career

planning, advance the careers of women and establish gender competence serve both to support qualified female academics / scientists in their careers as well as to promote gender competence in the academic community as a whole through corresponding courses designed for both women and men. In the period from 2013 to 2015, the programme provided 680 hours of courses, support and coaching to various target groups: students (women and men), female students seeking to pursue a career in academia, post-docs, female habilitation candidates, professors and lecturers (men and women) (Coordination Centre for Gender Studies and Equality at the University of Graz 2016). The programme was documented and evaluated in 2003 (Hey et al. 2003), with the corresponding evaluation report also containing articles on women in science and academia prepared in the context of the programme.

### 3.4 University of Innsbruck

At the University of Innsbruck, gender parity has more or less been achieved in the student population. Women are slightly overrepresented among first degree graduates (58%) and make up 50% of higher degree graduates. The share of women drops to 40% for externally-funded staff, climbs to 46% for assistant professors and falls again appreciably from career posts onwards. One in every three career posts, one in four associate professor posts and one in five professorships are occupied by women.



The picture at the University of Innsbruck has scarcely changed in the last ten years: the share of female professors has only risen slightly from 14% (2006) to 19% (2015). The potential created by the expansion in the number of professorships has thus not been utilised to increase the share of female professors (174 new professors were appointed in 2005; in 2016, this number rose to 247). The GCI score for the University of Innsbruck has thus also only marginally improved (from 0.53 in 2005 to 0.57 in 2016).

There is a distinct gender pay gap for professorships at the University of Innsbruck (women in §98 UG2002 professorships earn around 10% less than their male counterparts). It is the only university in Austria where the gender pay gap for professors on collective agreement contracts is higher than for those employed on civil servant contracts (88% versus 93%).

The share of women at the University of Innsbruck is not only low among professors, it is also low on management and decision-making bodies and committees. Women make up 40% of the members of the rectorate, 43% of university council members and only 31% of senate members. Only half the appointment committees meet the statutory quota for women (15 out of 32 committees). Again, little change has been seen here in recent years.

In 2013, the University of Innsbruck obtained the basic Audit universityandfamily certificate and was awarded full certification in 2016. Measures to ensure the compatibility of work and family are considered part of its strategy to position itself as an attractive place to work. Family-friendly measures at the university include advisory services (e.g. the Family Services Unit), childcare facilities (nursery, vacation services,



## Identities – Discourses – Transformations Research Platform

The interfaculty Gender Studies: Identities–Discourses–Transformations research platform at the University of Innsbruck was established in 2008 and serves to strengthen the ties between existing areas of research at the university and with external research facilities (Brenner-Archiv Research Institute, Centre for Women's Health at Innsbruck University of Medicine, MCI Management Center Innsbruck, UMIT Private University for Health Sciences, Medical Informatics and Technology). The platform aims to consolidate gender studies at the university by intensifying networks and the exchange of information, enhance its links to international research and disseminate its research findings. In doing so, it seeks to contribute towards gender democracy by linking academic scholarship with social transformation. The platform combines three main areas of research. "Body-Health-Normativity" focuses on historical, cultural, political and literary approaches to previous and current concepts of body and health by and for women and men. "Subjectivity-Power-Narration" looks at subjectivity as something that is communicated by history / society and seeks to describe the processes by which objective, historical and social relationships become subjective realities. "Socio-economic and Political Transformation" analyses how social gender is (re)produced through employment, work in the family, distribution of labour, labour market structures, the welfare state, etc. In 2016, the research platform was used to set up a self-organising, autonomous network of PhD students working in the field of gender studies who are interested in sharing information, collaborating and networking.

childcare on an hourly basis), flexible working hours and career break management. Options are also available for students with care commitments (e.g. an e-Learning strategy).

The University of Innsbruck has a long tradition of gender studies that dates back to the 1990s. Since the turn of the millennium, an increased focus has been placed on consolidating its activities in this field. An interfaculty research focus was introduced in 2005 and expanded into a Gender Studies: Identities–Discourses–Transformations research platform<sup>5</sup> in 2008.

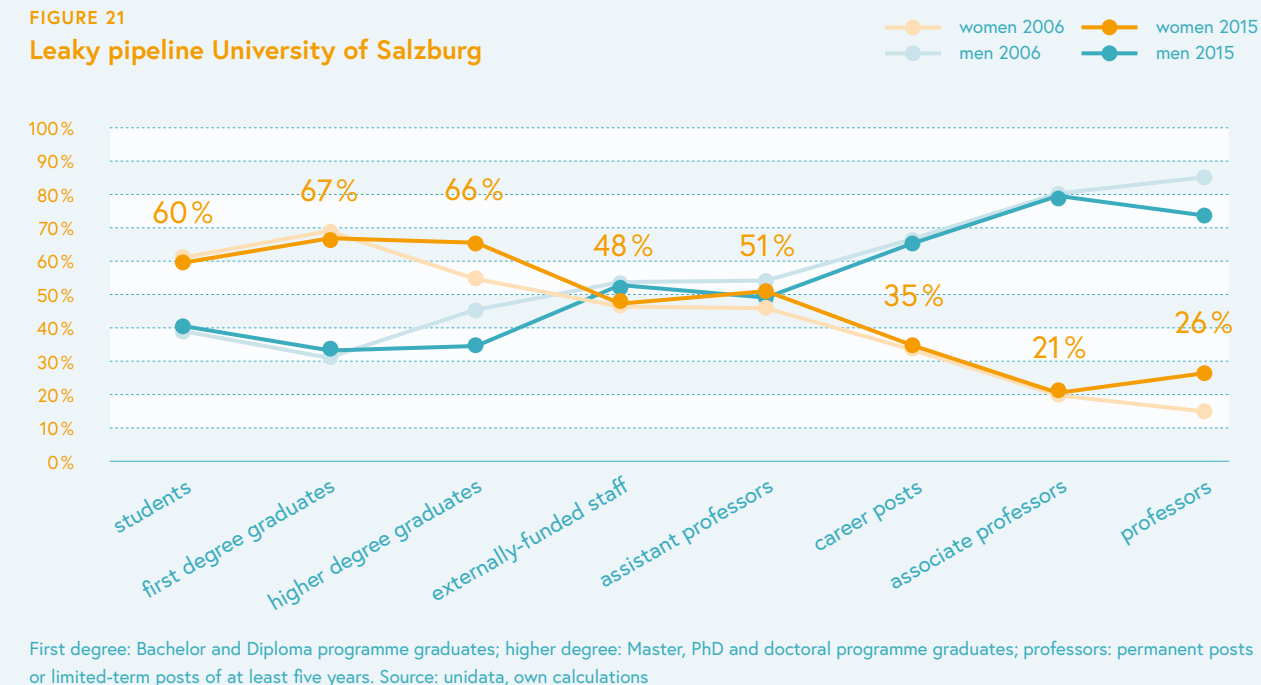
Gender studies also features clearly on the curriculum at the University of Innsbruck. A four-semester interfaculty MA in Gender, Culture and Social Change was introduced in the 2010/2011 winter semester. The programme is run by the Gender Studies Research Platform (see above) and coordinated by the university's Office for Equal Opportunities Issues and Gender Studies. Around one fifth of the degree programmes at the University of Innsbruck have compulsory gender studies modules, while around half offer such modules as optional courses. In 2014, a dedicated Chair of Political Theory was established with a focus on women's and gender studies. Since 2001, the university has presented an annual award for outstanding theses in women's and gender research. In 2007, the Social Democratic Party Tyrol endowed the Maria Ducia Research Award for Bachelor, Master or PhD theses that address relevant socio-political topics.

### 3.5 University of Salzburg

At the University of Salzburg, women form the majority of students (60%) and graduates (around two thirds). Gender parity is achieved for the entry positions to an academic career (externally-funded staff, assistant professors). The disparity grows from career post level onwards: women only occupy 35% of career posts and around a quarter of professorships.

<sup>5</sup> [www.uibk.ac.at/forschung/profilbildung/geschlechter-forschung-identitaeten-diskurse-transformationen.html.en](http://www.uibk.ac.at/forschung/profilbildung/geschlechter-forschung-identitaeten-diskurse-transformationen.html.en)

FIGURE 21  
Leaky pipeline University of Salzburg



Little has changed in this picture in recent years. The only exception is the clear rise in the share of female professors, which increased from 15% in 2006 to 26% in 2015 and thus lies slightly above the average for classical universities. However, the number of professorships at the University of Salzburg (2006: 131; 2016: 140) has not grown to the same extent as at other universities. Of particular note is the clear rise in the share of female higher degree graduates at the university (from 55% in 2006 to 66% in 2015).

The increasing share of female professors has also led to an improvement in the University of Salzburg's GCI score, which rose from 0.52 in 2005 to 0.74 in 2016.

The gender pay gap at the University of Salzburg lies at 90%, i.e. women in §98 UG 2002 professorships earn 10% less than men. The gap is clearly wider for professors employed on civil servant contracts (83%) than for those with collective agreement contracts (92%).

When it comes to management or decision-making bodies and committees, women make up 40% of the members of the rectorate, 43% of university council members and 35% of the members of the senate. Although women are underrepresented among professors, the majority of appointment committees in recent years have met the statutory quota for women.

Women's and gender studies have a long tradition at the University of Salzburg, which has offered specific courses in these subjects since 1982. Since the mid-1980s, it has also organised regular lecture series in this field. Activities surrounding gender studies and the advancement of women's careers have been coordinated since 2001 by gendup, the university's Centre for Gender Studies and Gender Equality. An annual



### "Mentoring III"

The University for Continuing Education Krems, University of Linz and University of Salzburg developed their joint Mentoring III programme in 2010 to help women progress in scientific careers and make use of the synergies created from a cooperation between three universities. Mentoring III (renamed Career\_Mentoring III in 2017) allows young female scientists and academics to establish mentoring relationships with established scientists and academics in their respective fields, gain expertise in core scientific competences and expand their professional networks. Launched in 2017, the third edition of the programme has been comprehensively updated to reflect the findings of evaluations of its predecessors. Two parallel, separate tracks are now offered for PhD/doctoral and habilitation students, with additional networking events for both groups. Four PhD/doctoral students and four habilitation students from each of the three universities—a total of 24 mentees—are currently participating in the Mentoring III programme. In addition to the subject-specific mentoring relationships with established mentors, the mentees receive individual coaching from external coaches and attend a range of workshops to support them in their career planning and development activities.

one-semester Visiting Professorship in Gender Studies has been granted each year (with one exception) since the 2001 summer semester. The gender studies curriculum is designed as an add-on module, i.e. it can be combined with any other study programme. In 2016, the gender\_transcultural doctorate school was established to facilitate research into the structural category gender and its discursive and performative interrelations with culture from a global, networked perspective. Since 2002, an Erika Weinzierl Prize and two Weinzierl Research Grants have been awarded every two years for final year/PhD theses in women's and gender studies. The Erika Weinzierl Prize (€2,000) is funded by the City and State of Salzburg. The Weinzierl Research Grants (€1,800 each) are funded by the City of Salzburg.

gendup also coordinates all other activities specific to women and gender equality at the university and offers targeted support to young female academics (e.g. mentoring and coaching services). These activities include the Mentoring III<sup>6</sup> programme run as a joint initiative with the University of Linz and the University for Continuing Education Krems.

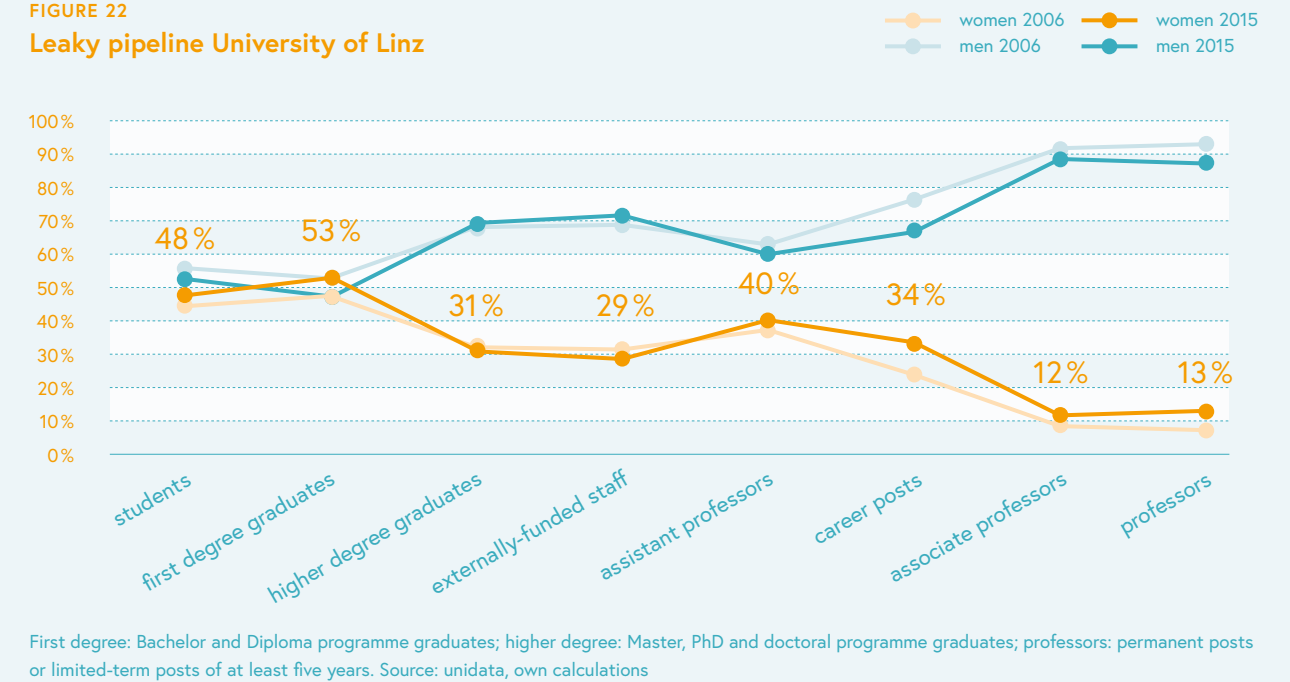
### 3.6 University of Linz

The University of Linz (like the University of Klagenfurt) is a relatively young university. Founded in 1966, it offers undergraduate and postgraduate programmes in law (40% of programmes), social sciences/business (35%) and engineering (17%). While there is a gender balance among law, social sciences and business students, the share of women studying engineering subjects lies at 19% and is thus below the Austrian average.

The leaky pipeline at the University of Linz shows a fairly balanced gender ratio among students and first degree graduates as well as an early drop in the share of women. Indeed, the share of women already falls to 31% among higher degree graduates. It climbs back to 40% for assistant professors, before falling again for all subsequent levels. One in every three career posts and around one in every eight professorships are held by women. There has been little change in this situation over time. Only the share of women among professors has risen—from a low starting point (8% in 2006). While the university's GCI score has thus gone up from 0.26 (2005) to 0.49 (2016), it still remains firmly below the average score for classical universities (0.67).

<sup>6</sup> For further information (in German), see [http://www.uni-salzburg.at/fileadmin/oracle\\_file\\_imports/1485292.PDF](http://www.uni-salzburg.at/fileadmin/oracle_file_imports/1485292.PDF)

FIGURE 22  
Leaky pipeline University of Linz



While the income disparities among professors at the University of Linz reflect the average gender pay gap for university professors in Austria as a whole (women earn 10% less than men in § 98 UG 2002 professorships), they have at least decreased slightly in recent years.

Although women are clearly underrepresented among professors at the University of Linz, they make up at least 40% of the members of its management and decision-making bodies (rectorate: 40%; university council: 44%; senate: 50%). However, the university does not succeed in meeting the statutory quota for women in all its appointment committees. The share of appointment committees that meet the quota varies between 0% (2013) and 62% (2016).

The University of Linz has a long tradition of measures to support and advance women (e.g. participation in the FiT—Females in Technology initiative, post-doctoral (habilitation) posts for women, mentoring) and incorporated women's and gender studies into its curricula from an early stage. The Institute for Women's and Gender Studies at the University of Linz was established in 2001; the Institute for Legal Gender Studies in 2012. The university currently has five § 98 UG 2002 professorships with a focus on women's or gender studies (two dedicated professorships and three with a partial focus). It does not offer a specific degree programme in gender studies, incorporating it instead as an interdisciplinary theme in curricula. At present, gender studies is a compulsory element in 43 degree programmes (79% of all programmes) at the University of Linz.



In 2011, the University of Linz received basic Audit universityandfamily certification and was awarded full certification in 2015. In its efforts to be a family-friendly university, the university works with other institutions and is a member of the Unternehmen für Familien (“Enterprises for Families”) network. It received the Austrian Enterprises for Families Award in 2016 in the category “Public Sector Institutions”. The University of Linz has established a bundle of family-friendly measures that extend from the provision of child-care facilities to care options for dependents that exceed the statutory requirements, a special leave option for fathers and flexible working hours contracts (collective agreement). E-Learning options are also available to help students with dependent relatives better combine their study and care commitments.

### 3.7 University of Klagenfurt

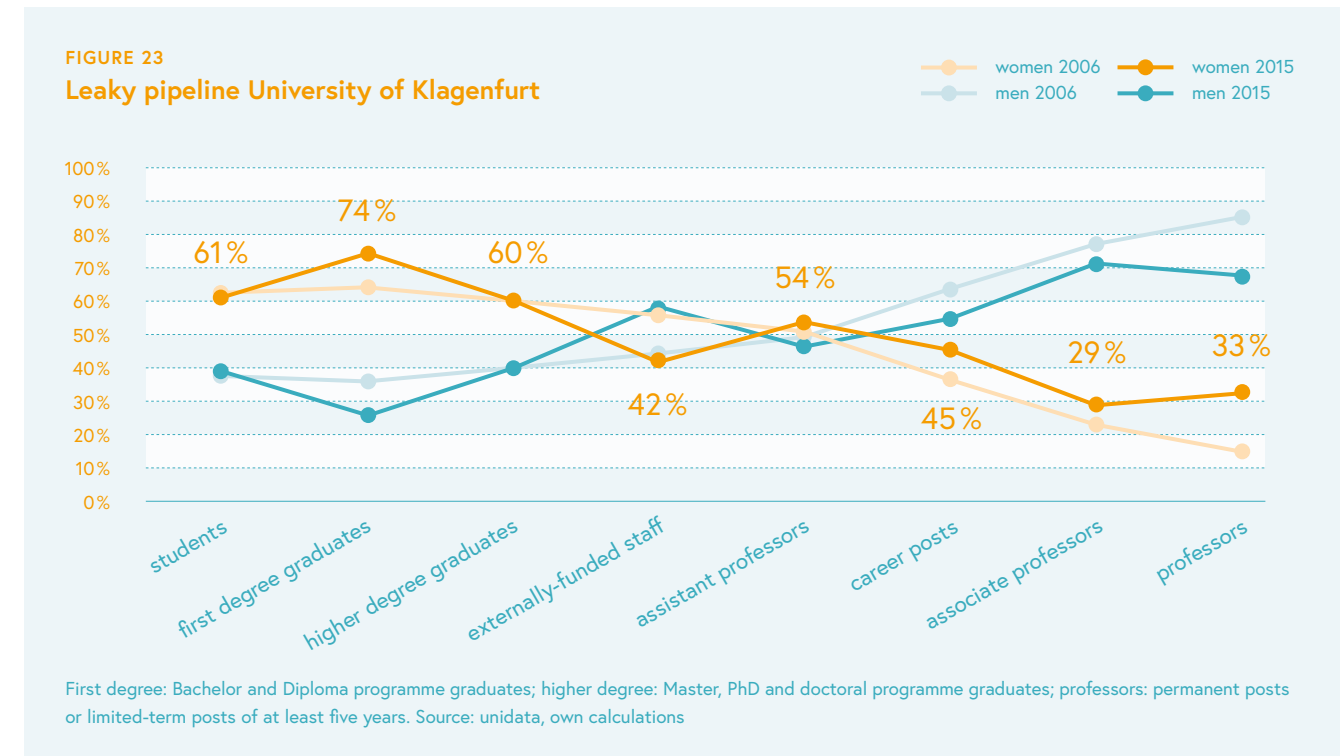
Founded in 1970, the University of Klagenfurt has 64 § 98 UG 2002 professorships and is thus one of the smaller universities in Austria. Women make up the majority of students in all disciplines. In the natural sciences, the share of female students lies at 71% and is thus well above the Austrian average. The share of women in externally-funded posts is much lower (42%), while gender parity has been more or less attained for assistant professors (share of women: 54%). The gap then widens: 45% of career post holders, 19% of associate professors and 33% of professors at the University of Klagenfurt are women. The share of women among professors has more than doubled at the university in the last ten years, and its GCI score has therefore risen accordingly (from 0.36 in 2005 to 0.71 in 2016).



#### Gender Knowledge Certificate

Students who complete the interdisciplinary “Feminist Studies / Gender Studies” elective programme receive a Gender Knowledge certificate as proof of their gender competence—a key qualification and leadership quality for a future career in a cultural, social, administrative or business setting. The programme provides students with insights into the relevance of the gender category for core areas of working life

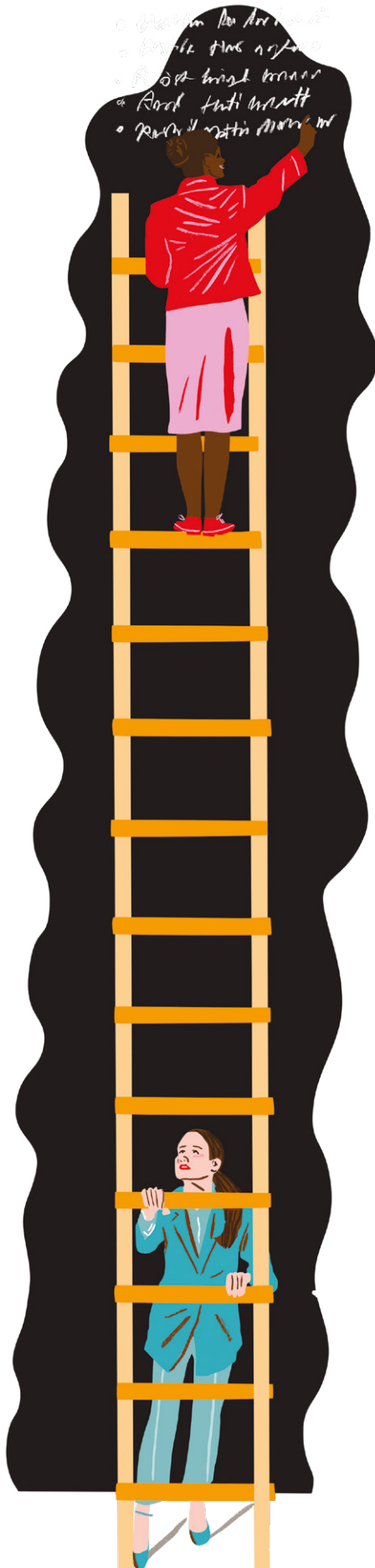
and familiarises them with gender relations in everyday situations. Students who take this course gain a sound grounding in women’s and gender studies. They also gain knowledge of gender relations theory and the origins of gender differences / asymmetries, understanding of their changeability, awareness of discriminatory structures and their interdependencies (diversity) as well as the ability to handle gender asymmetries and social inequities promptly to prevent their consequences and allow new ideas to be developed to change them. To obtain the certificate, students must complete the full programme, which requires attendance at a minimum of eight lectures per week or approx. sixteen ECTS (European Credit Transfer and Accumulation System) credits (around 400 hours of study) for two semesters. Credit is also given for other gender-related courses taken as part of a regular degree programme (e.g. as compulsory or elective modules).



Although the University of Klagenfurt has made significant progress in increasing its share of female professors, little change can be seen in the gender pay gap. Indeed, it is one of the universities in Austria with the most pronounced gender pay gaps. Women in § 98 UG 2002 professorships earn 15% less than their male counterparts. The disparity in earnings is particularly wide for professors on civil servant contracts, with women earning 21% less than men.

Despite the growing share of female professors, women are clearly underrepresented in management and decision-making bodies and committees: one third of the members of the rectorate and 27% of senate members are women. In contrast, 71% of university council members are female. As is the case for the senate, the share of women on appointment committees is low. In 2016, only half of all appointment committees met the statutory quota. Also noteworthy is the fact that the share of appointment committees which meet this quota has fallen in recent years.

The University of Klagenfurt does not have a dedicated institute or chair of gender studies. Designing, coordinating and ensuring the provision of gender-equal teaching and research is the task of the university’s Centre for Women’s and Gender Studies (UFZG), which also coordinates measures to support and advance women. An interdisciplinary “Feminist Studies / Gender Studies” elective programme has been available since 2000 and is open to students on any degree programme. In 2016, a special “Gender Studies” extension curricula for Bachelor programmes was introduced. Gender studies is



integrated into virtually all curricula and is a compulsory module in all teacher training courses. Students can also choose to take a course in gender studies as an extension or elective subject. Students who complete this “Feminist Studies/Gender Studies” elective programme (with at least eight credit hours per week) receive a corresponding Gender Knowledge certificate.

The University of Klagenfurt was one of the five pilot universities that participated in the development of the Audit universityandfamily certification initiative. It was awarded basic Audit universityandfamily certification in 2011 and full certification in 2015. The goal of ensuring the compatibility of career/study and family commitments has already been incorporated into the university’s mission statement and guidelines for staff appraisals. The university has also expanded its childcare infrastructure (installation of nappy-changing tables throughout the university, provision of parent /child parking spaces and a dedicated baby care room for nursing mothers, extension of the opening hours for university childcare facilities).

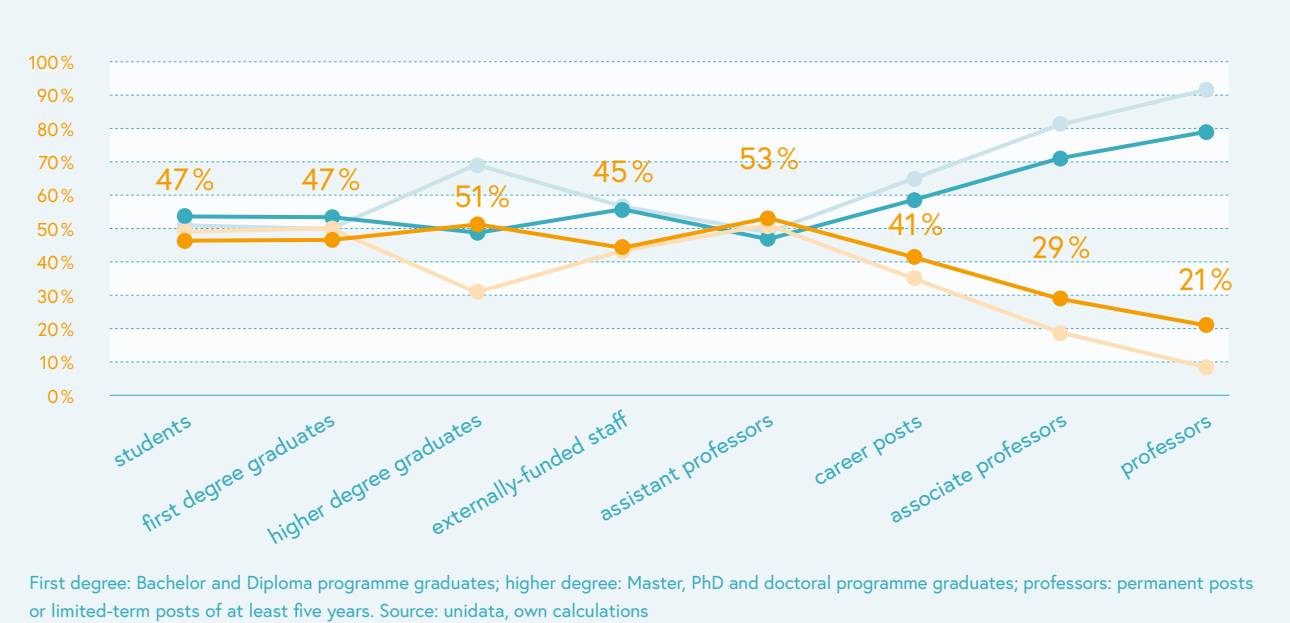
### 3.8 Vienna University of Economics and Business

With 88 §98 UG2002 professors, Vienna University of Economics and Business (WU) is one of Austria’s smaller universities. It focuses on the social and business sciences (two thirds of study programmes) and law (one third of study programmes).

The gender ratio at WU is fairly balanced through to assistant professor level. The gap does not widen until career post level: 41% of career posts, 37% of associate professor posts and 21% of professorships are occupied by women. In the last ten years, the share of women among higher degree graduates has risen significantly (from 30% in 2006 to 51% in 2015) and has doubled for professors (from 10% in 2006 to 21% in 2015). The expansion in the number of professorships at the university was thus utilised to increase the share of female professors (there were 71 professors at Vienna University of Economics and Business in 2005 and 98 in 2016).

FIGURE 24

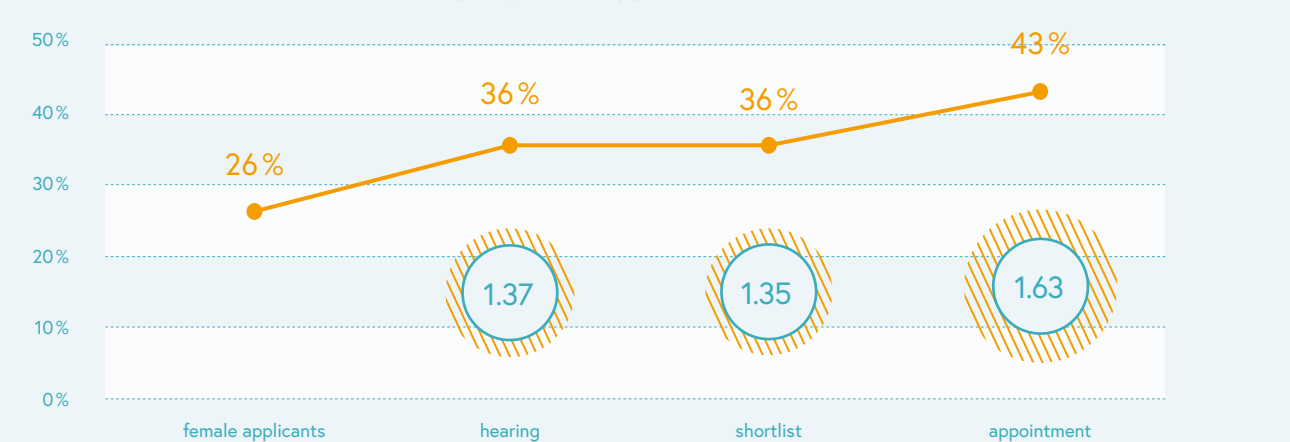
#### Leaky pipeline Vienna University of Economics and Business



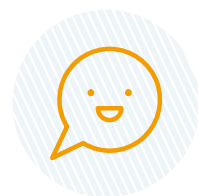
WU’s GCI score has thus also risen at an above-average rate (from 0.49 in 2005 to 0.62 in 2016). In seven appointment procedures in 2016, for example, compared to the number of female applicants (26%), a disproportionate share of women were invited to the hearings (36%), included on the shortlists (36%) and appointed as professors (43%).

FIGURE 25

#### Professorship appointment procedures at Vienna University of Economics and Business: share of women and prospect of appointment (2016)



Share of women at all steps in the appointment process. Indicator of prospects: prospect of female applicants being included in the respective step. Calculation: share of women in step / share of female applicants. Seven such appointment procedures were held at the WU in 2016. Source: unidata, own calculations.



”uLike“

The goal of the uLike—Assessing Academic Performance in Context project is to develop a multi-dimensional system that assesses performance in teaching, research and the third mission by including contextual and biographical factors. This rectorate-level measure includes a WU-wide reflection process to identify how the standard notion of an academic career and a performance assessment system that focuses on research output can be developed into a comprehensive system that assesses performance in different areas. The new system should serve to improve the chances of success for academics who do not follow the “standard career path” but instead have a broader CV and are top performers in areas other than research output (publications). To achieve this, uLike uses an anti-categorical approach, i.e. it considers aspects like care commitments, paternal leave, part-time work or other breaks in an academic career but does not link them by default to a social category. While social categories like disabilities, age or gender must by necessity be considered in a relational performance concept, they are not assessed ex ante as relevant and significant. Accordingly, the focus does not lie on individual social categories / dimensions of diversity but on a person’s actual circumstances and needs. This anti-categorical approach serves to reveal inequalities and power relations, avoid fixed attributions of identity and recognise changing contextual categories and affiliations when defining measures. The senate, its personnel development committee and other stakeholders are involved in the development of uLike by various means including an electronic consultation process and focus group discussions.

Despite the increased share of female professors at WU, women remain underrepresented in management positions at the university. While the rectorate and university council are both headed by women, only 40% of rectorate and university council members at WU are female. Only 35% of the members of the senate, which is headed by a man, are women. Since 2013, around two thirds of all appointment committees have met the statutory quota for women.

In comparison to other universities, the gender pay gap at WU in 2015 lay above the average: women in § 98 UG 2002 professorships earn 16% less there than men.

WU has had a dedicated Chair of Gender and Diversity in Organisations since 2002. However, it does not offer any specific degree programmes in gender studies or compulsory gender studies modules. Elective modules feature in the curricula for five study programmes (e.g. the “Diversity Management” course for business and economics students or the “Gender and Diversity Management” research seminar for PhD / doctoral candidates).

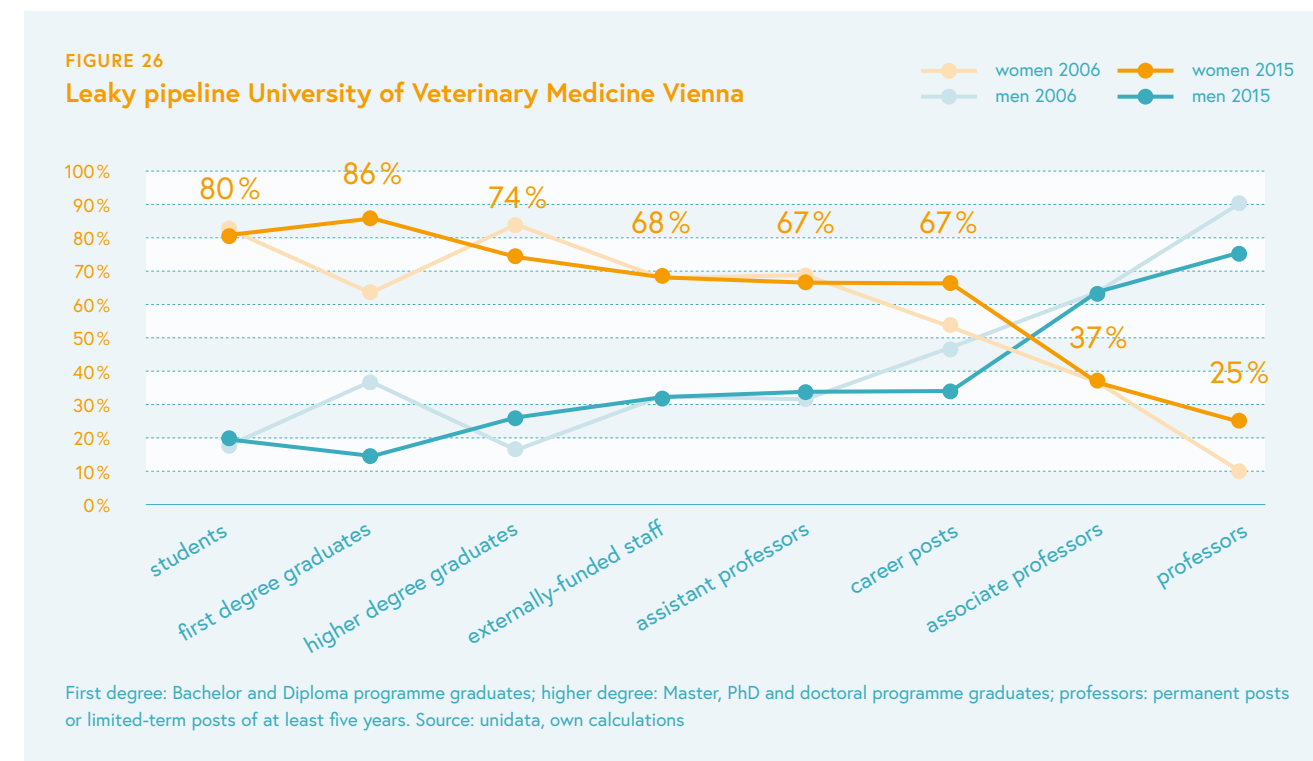
From an equal opportunities policy perspective, a move away from measures that focus heavily on advancing women’s careers (e.g. habilitation posts for women with reduced teaching commitments and no administrative duties) towards measures that are oriented more on diversity can currently be observed at WU. One such measure is the uLike—universitäre Leistungsbewertung im Kontext entwickeln (“uLike—Assessing Academic Performance in Context”) project (BMWF 2017: 26) for which the WU received the Diversitas Award in 2016.

WU places a strong focus on measures to ensure the compatibility of career / study and family commitments. It received basic Audit university and family certification in 2013 and full certification in 2016. The audit was used by WU to bundle compatibility measures (e.g. support for academics returning to work after a career break, information services) and identify blind spots in its organisation.

### 3.9 University of Veterinary Medicine Vienna

The situation at the University of Veterinary Medicine in Vienna is characterised by a large presence of women among students, graduates (around 80%), academic staff and career post holders (two thirds). The share of women only falls at associate professor

and professor level (to 37% and 25% respectively). In the last decade, the share of female professors has risen appreciably (from 10% in 2006 to 25% in 2015).



The clear rise in the share of female professors is also reflected in the improved chances of promotion for women: its GCI score rose from 0.21 in 2005 to 0.42 in 2016.

Women in § 98 UG 2002 professorships at the University of Veterinary Medicine in Vienna earn 11% less than their male counterparts, i.e. the gender pay gap is far more pronounced than at other universities.

Despite the above-average share of female students and professors, the share of women in management and decision-making functions just meets the required quota. The university has had a female rector since 2010. The current rector is supported by two male vice-rectors, i.e. the share of women in the rectorate lies at 33%. The university council, which is also chaired by a woman, is made up to 40% of women, while 50% of the members of the senate are women. All appointment committees meet the required female quota.

The University of Veterinary Medicine’s strategic gender equality goals concentrate on raising its share of female professors and ensuring the compatibility of career / study and care commitments. Its current performance agreement (2016–2018) sets the goal of positioning the university as a so-called responsible university. In this regard, particular emphasis is placed in its personnel development activities on gender equality, integration and equal opportunities for university staff with disabilities or



special needs. The underrepresentation of men at the university is not defined in the performance agreement as a gender equality problem. Its roadshows to inform pupils at agricultural high schools of the courses available at the university do, however, now focus increasingly on attracting male students.

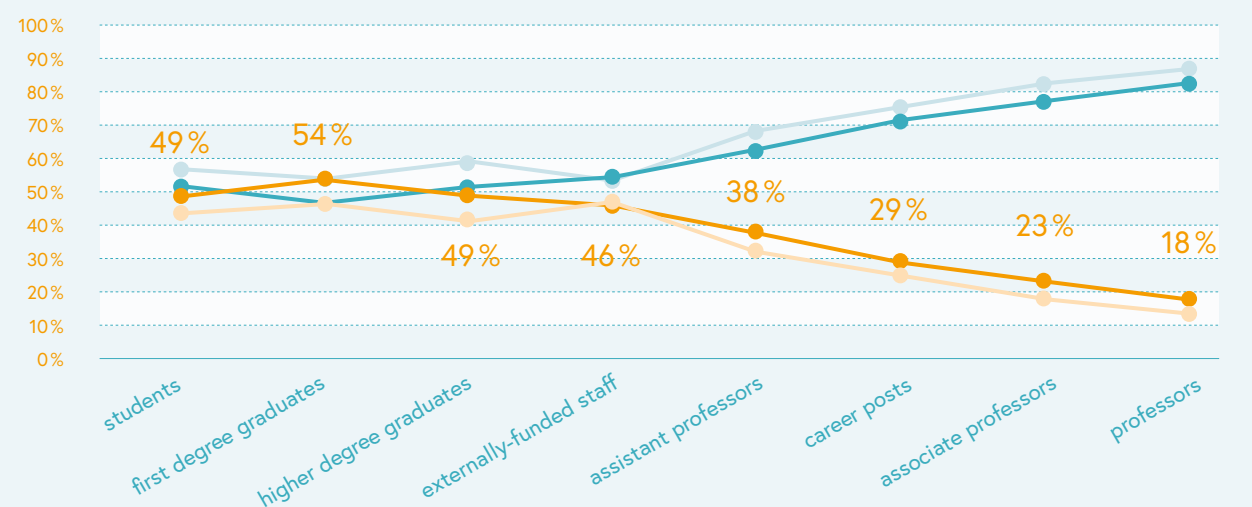
In 2011, the university received basic Audit universityandfamily certification. To support the compatibility of career / study and care commitments, it is developing child-care services (nursery on campus, childcare options during semester breaks), flexible working hours models, home office models, virtual study options and a parental leave management system.

There is no specific degree programme, chair or research focus in gender studies at the University of Veterinary Medicine. Only one of its degree programmes includes a compulsory module with a gender focus. Establishing a gender studies tradition at the university is also not one of its strategic goals.

### 3.10 University of Natural Resources and Applied Life Sciences, Vienna

The University of Natural Resources and Applied Life Sciences, Vienna (BOKU) has an almost balanced ratio of female and male students, graduates and externally-funded staff. Above these levels, the share of women decreases steadily: only 38% of assistant professors, 29% of career post holders and 18% of professors are women. This picture has remained relatively constant over time.

**FIGURE 27**  
Leaky pipeline University of Natural Resources and Applied Life Sciences, Vienna



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

Measured by the share of female scientific staff, the chances of a woman obtaining a professorship have improved at BOKU in recent years, and its GCI score has risen accordingly (from 0.59 in 2005 to 0.73 in 2016).

From 2014 to 2016, 14 new professors were appointed, five of whom were women. The share of women among new professors thus lies at 35% and is both higher than and contributes to the slight rise in the share of female professors as a whole. The gender pay gap remains almost unchanged, with female professors earning on average 6% less than their male counterparts.

50% of the members of the rectorate and 43% of university council members are women, with both bodies thus meeting the statutory quota. Women even make up the majority of senate members (56%). Nonetheless, only just over half of BOKU's appointment committees meet the required quota for women.

BOKU's strategic gender equality goals focus on career development for women (e.g. mentoring, coaching, Inge Dirmhirn career post programme) and on raising the share of women students by participating in the FiT—Females in Technology or Viennese Take your Daughters to Work Day initiatives. The university also supports students and staff in combining their career / study and care commitments.

The gender dimension is being anchored in research and teaching at BOKU through the Inge Dirmhirn Prize and Inge Dirmhirn Scholarship as well as a revision of the curricula. BOKU has been issuing annual calls for its Inge Dirmhirn Prizes for Bachelor, Master/Diploma and PhD theses with a gender and/or diversity theme (total value: €3,000 per call; €500 for a Bachelor, €1,000 for a Master/Diploma and €1,500 for a PhD thesis) since 2008. Since 2011, it has also been awarding an annual €2,400 Inge Dirmhirn Scholarship to promote a Master thesis on a gender and/or diversity topic with BOKU-relevant content. The calls are issued by the university's Working Group on Equal Opportunities.

BOKU does not currently have either a dedicated study programme or a professorship in gender studies. There is, however, a gender focus in research and teaching at its Department of Landscape Planning.



#### Inge Dirmhirn Career Post Programme

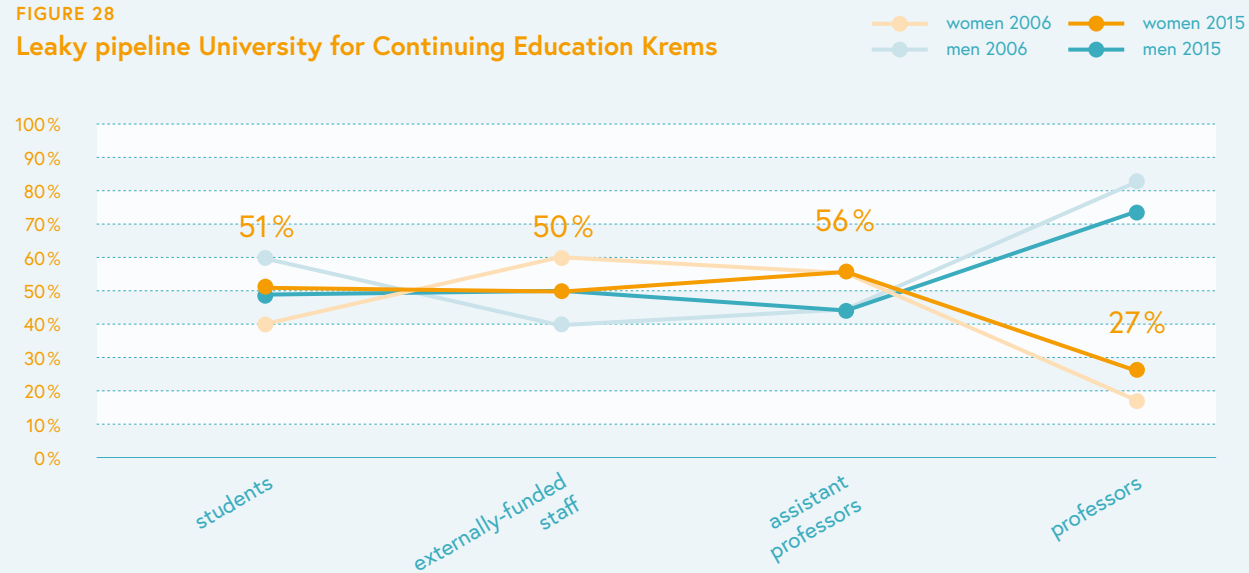
In 1981, Inge Dirmhirn (1925–2008) became the first female professor at BOKU. She served as Head of the Institute for Meteorology and Physics and was a pioneer in the field of radiation measurement. The Inge Dirmhirn Career Post Programme at BOKU is designed to increase the share of female professors in those areas where there are currently few women with the necessary qualifications and thus specifically advances the careers of junior female scientists. Calls for Inge Dirmhirn Career Posts are agreed as part of the HR planning process and the target agreements with the departments.

### 3.11 University for Continuing Education Krems

The University for Continuing Education Krems (Danube University Krems/DUK) offers Master programmes specifically oriented to the needs of working professionals. With 20 professors and some 1,500 students, DUK is one of Austria's smaller universities.

There is a gender balance among students and externally-funded staff at DUK. Women are slightly overrepresented (56%) among assistant professors but only account for about one quarter of professors. In recent years, the share of female students and externally-funded staff has fallen, while the share of female professors has risen from 18% (2006) to 27% (2015). In other words, the gap is narrowing slightly.

FIGURE 28  
Leaky pipeline University for Continuing Education Krems



No information available on graduates in unidata. No career posts at DUK in 2015. Source: unidata, own calculations

As a consequence of the falling share of women among externally-funded staff and the rising share of female professors, DUK's GCI score has improved. In concrete terms, it has risen from 0.36 (2006) to 0.57 (2016).

From 2014 to 2016, a total of 14 new professors were appointed at DUK, six of whom were women (share of women: 42%). The share of women is thus higher among new professors than in the existing body of professors, i.e. the potential to increase this share is being utilised. Female professors (§ 98 UG 2002) at DUK earn on average 11% less than their male counterparts.

Although women are underrepresented among professors, they make up at least 40% of the members of management and decision-making bodies. Two of the three members of the rectorate are women, the share of women on the university council lies at 40%, and 61% of senate members are female. All appointment committees meet the quota for women.

No clear focus can be identified in the DUK's strategic gender equality goals over time. Its current focus lies on raising its share of women and gaining basic Audit university and family certification. Concrete measures to support these goals include the Mentoring III programme for junior female academics, which has been run in cooperation with the Universities of Linz and Salzburg since 2010.

DUK does not currently have a dedicated study programme or chair of gender studies. Its current performance agreement foresees the development of a concept to integrate gender and diversity studies into the university's study programmes.



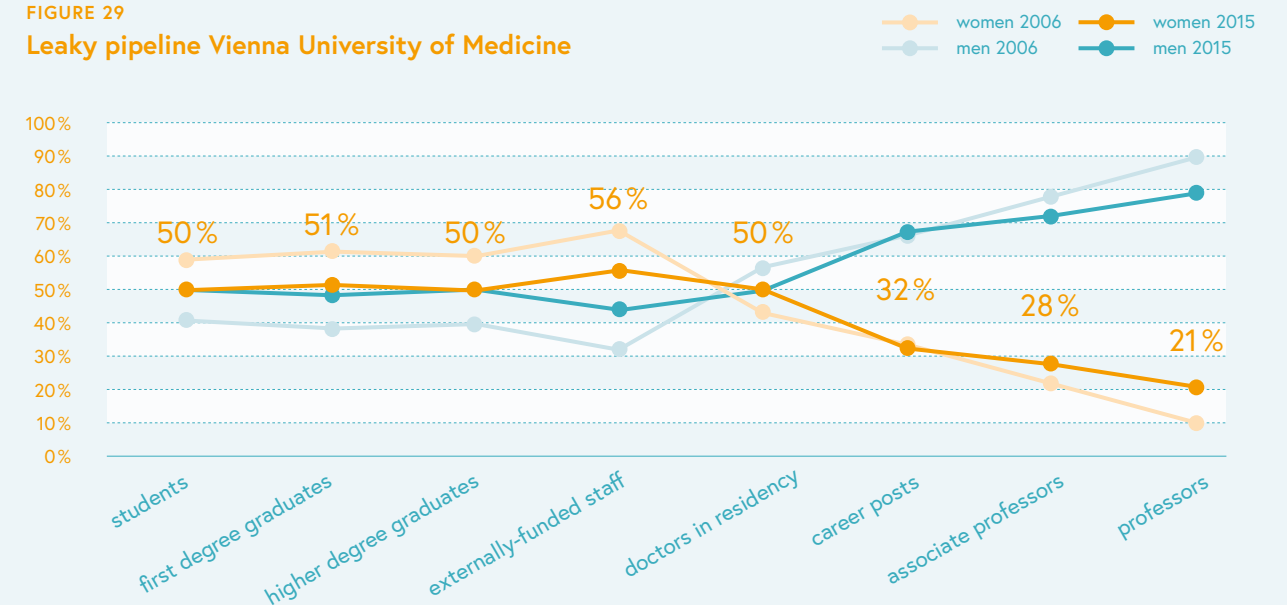
#### Leave Sponsor System

In 2015, DUK introduced an innovative leave management system to provide information, tools and personal support to managers and staff on parental, care or sabbatical leave. It also combined this with a new leave sponsor system. Sponsors keep people who are on leave up to date on developments and decisions in their respective departments. People on leave ask someone they trust in their department to be their sponsor. If this person agrees, s/he is officially given this role. The person on leave and the leave sponsor agree how (often) they will keep in contact during the leave period. The sponsor contacts the person on leave at regular intervals, passes on relevant information and serves as her/his voice in the university. In its first year, four people made use of the new leave sponsor system.

### 3.12 Vienna University of Medicine

The gender ratio at Vienna University of Medicine is balanced among students and graduates. Women are slightly overrepresented among externally-funded staff (56%), with a balance achieved again for doctors in residency (50%). The share of women begins to sink at academic career level, i.e. with career posts: 32% of career posts, 28% of associate professor posts and 21% of professorships are occupied by women.

FIGURE 29  
Leaky pipeline Vienna University of Medicine



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations



### MSc in Gender Medicine

Vienna University of Medicine has been offering an interdisciplinary MSc in Gender Medicine<sup>7</sup> since 2010 and is thus addressing the calls for healthcare to place greater focus on gender-specific aspects of female and male health. Students who complete the two-year course (including Master thesis) gain 90 ECTS credits. The extra-occupational course is split into twelve modules and is open to graduates with at least 180 ECTS credits in one of the following subjects: human medicine, dentistry, pharmacy, biology, food science, nursing, psychology, sociology or an equivalent foreign university degree. The focus of the MSc in Gender Medicine lies on providing students with psychosocial basic knowledge, practical gender-sensitive skills/attitudes and the ability both to evaluate findings from different fields of medicine from a gender-specific perspective as well as to apply and reflect on medical theory to solve complex patient problems. Students not only gain professional expertise in this field, they also develop their social and character-building competences.

Over the period from 2006 to 2015, there was a clear drop in the share of women among students and graduates at Vienna University of Medicine. However, the university has not succeeded in making comparable progress towards gender parity on the other side of the gap. The share of female professors has nonetheless doubled (from 10% in 2006 to 21% in 2015). This rise and the accompanying fall in the share of women among externally-funded staff have led to an improvement in the university's GCI score, which rose from 0.28 in 2005 to 0.61 in 2016.

Both Vienna University of Medicine and Innsbruck University of Medicine have a so-called reverse gender pay gap, i.e. women in §98 UG2002 professorships at these universities earn more than their male counterparts. While there is no longer a gender pay gap between professors on collective agreement contracts, women earn far more than men on civil servant contracts. This trend can probably be attributed to specific measures introduced at the university, since reducing the gender pay gap among professors was one of the goals in its last two performance agreements.

Women make up at least 40% of the members of Vienna University of Medicine's management and decision-making bodies. The share of women in the rectorate and on the university council lies at 40%; 52% of senate members are women. Since 2011, all appointment committees have met the required quota for female members.

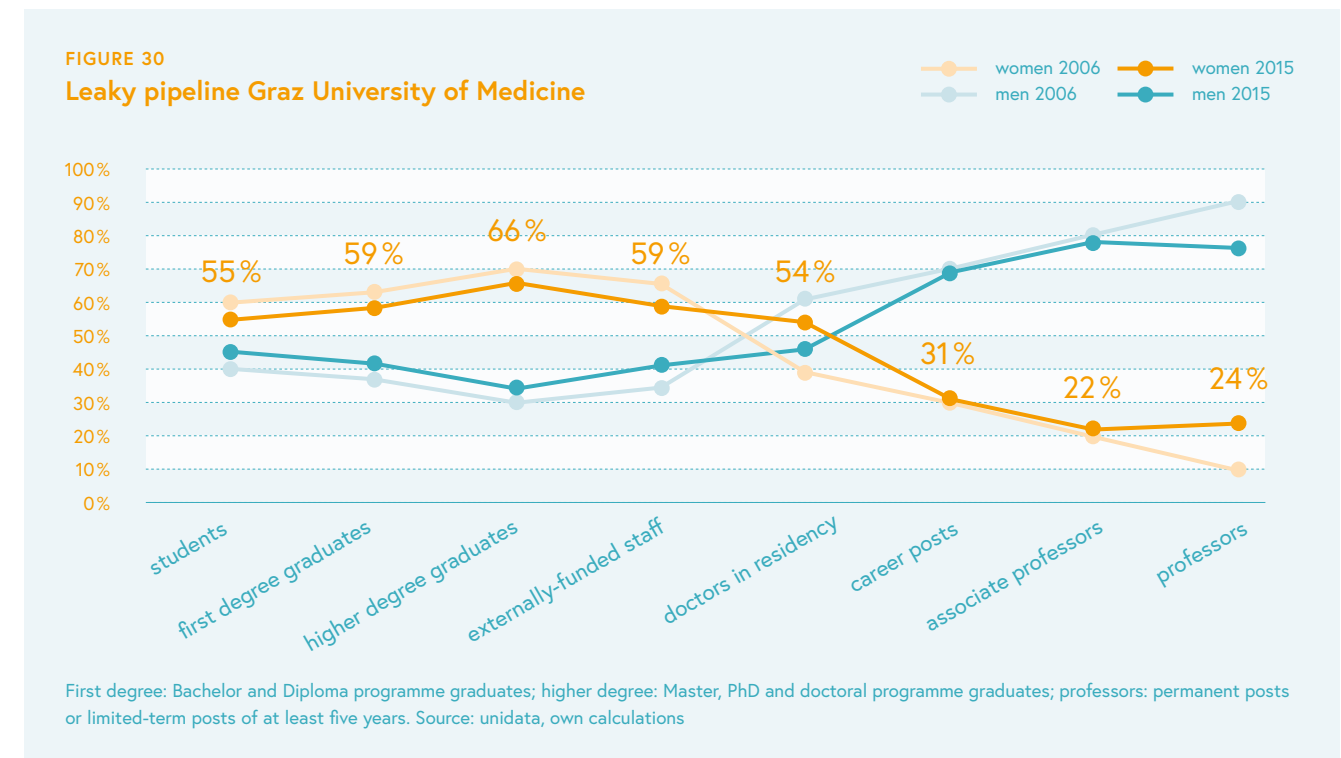
Alongside reducing the gender pay gap among professors, ensuring the compatibility of career/study and care commitments and enabling career progression for women have been key goals in the Vienna University of Medicine's performance agreements for the years 2007–2009, 2010–2012 and 2013–2015. It thus achieved Audit universityandfamily certification in 2011 and has since introduced a series of measures to support compatibility, including its C3 (Career-Children-Clinic) information and advice service, a university nursery with places for 55 children and flexible childcare options (babysitter scheme, childcare at night).

Gender medicine has a long tradition at Vienna University of Medicine. Since the 2004/2005 winter semester, a series of lectures on various aspects of gender medicine and/or diversity have been held each semester. In 2010, it established a dedicated §98 UG2002 professorship in Gender Medicine. Gender medicine modules form part of the compulsory curriculum, and the university currently also offers elective courses in "Gender Medicine and Transcultural Medicine" and "Diversity Care". To increase the visibility of gender studies in medicine, it presents two Veronika Fialka Moser Diversity Awards each year—one for research and one for teaching (each worth €2,000).

7 <https://www.meduniwien.ac.at/hp/en/ulg-gendermedicine/>

### 3.13 Graz University of Medicine

While a gender balance has essentially been achieved at the other two state medical schools in Austria, women are clearly overrepresented among students and graduates at Graz University of Medicine. They also form the majority of externally-funded staff and doctors in residency. There is, however, a sharp drop in the share of women from career post level upwards, i.e. the entry position to an academic career: 31% of career posts, 22% of associate professor posts and 24% of professorships at Graz University of Medicine are held by women.



Starting from a low baseline, the share of female professors at Graz University of Medicine more than doubled in the period from 2006 to 2015 (from 10% to 24%). Nonetheless, the glass ceiling is still more pronounced there than at Vienna University of Medicine: the GCI score for Graz University of Medicine lay at 0.27 in 2005 and rose to 0.55 in 2016.

In contrast to the other two state medical schools, there is also still a distinct gender pay gap of 9% among §98 UG2002 professors at Graz University of Medicine.

While women remain underrepresented among professors, they do account for at least 40% of the members of management and decision-making bodies: the share of women lies at 50% for the rectorate, 43% for the university council and 50% for the senate. Since 2013, all appointment committees have met the required quota for women.





### Foko4Gender<sup>8</sup>

Graz University of Technology and Graz University of Medicine have set up a joint Foko4Gender<sup>8</sup>—Platform for Sex-, Gender- and Diversity-Sensitive Research to support researchers working on corresponding projects and assist them in incorporating potential sex, gender and/or diversity aspects into their research designs. The Foko4Gender platform provides researchers at both universities with access to an online form that helps them to identify relevant aspects in their research. It also offers them access to corresponding good practice examples.

Graz University of Medicine's last four performance agreements set the goal of raising its share of female professors. Career progression measures for women are offered through the POTENZIALE programme, a joint initiative by the four universities in Graz that provides a shared package of training and staff development measures designed to promote gender equality at the participating universities. Measures to ensure the compatibility of career/study and care commitments are another priority. The university received basic Audit university and family certification in 2012 and has since introduced a series of corresponding measures, including a compatibility service unit, "Children's CAMPUS" with places for 75 children, work-life balance seminars or flexible working hours models.

Graz University of Medicine regularly publishes information on the representation of women at different career

levels in the university, the participation of women in its management bodies, its employment figures and its gender pay gaps in its *blickpunkt:gender* ("spotlight:gender") publication (e.g. in the 2008, 2011, 2013 and 2015 editions).<sup>9</sup>

There is a notable lack of focus on gender medicine or gender studies at Graz University of Medicine. The university does not have a dedicated chair of gender studies, nor has it incorporated gender studies into its curricula or as a field of research. However, it does set aside €3,000 each year for final year papers that address a gender theme. In 2017, two men and one woman were recognised for their work in this field.

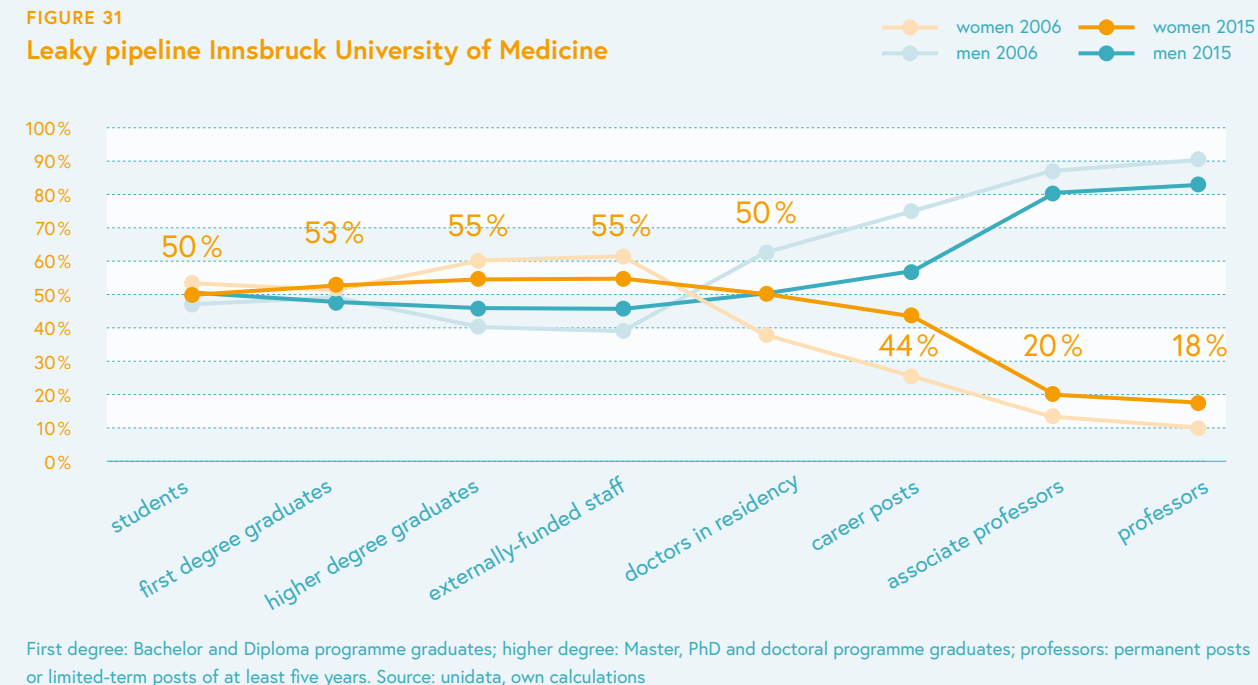
### 3.14 Innsbruck University of Medicine

In terms of professor and student numbers, Innsbruck University of Medicine is the smallest of the three state medical schools in Austria. It has a balanced gender ratio among students and slightly more female than male graduates. Women are also slightly overrepresented among externally-funded staff (55%). The gender ratio is balanced among doctors in residency, while 44% of career posts are occupied by women. Women account for 20% of associate professors and 18% of professors. Accordingly, the share of women in career posts is higher at Innsbruck University of Medicine than it is at the other two state medical schools, while the share of female professors is lower.

<sup>8</sup> <https://www.tugraz.at/en/projekte/foko4gender/home/>

<sup>9</sup> <https://www.medunigraz.at/genderunit/gleichstellung-frauenfoerderung-diversity-management/gender-daten/> (in German).

FIGURE 31  
Leaky pipeline Innsbruck University of Medicine



The glass ceiling at Innsbruck University of Medicine is thicker than those of its counterparts in Vienna and Graz, despite the fact that the chances of promotion for women at Innsbruck University of Medicine have improved since 2005. Its GCI score lay at 0.39 in 2005 and at 0.52 in 2016.

As is the case in Vienna, women in §98 UG 2002 professorships at Innsbruck University of Medicine earn more than men. In contrast, there is a distinct reverse gender pay gap for university lecturers, assistant professors and associate professors, with women in such positions earning between 28% and 15% less than their male counterparts in 2016.

While women are clearly underrepresented among professors at Innsbruck University of Medicine, they do at least make up more than 40% of the members of its management and decision-making bodies. The university had a female rector from 2013 to 2017. In 2017, the share of women in the rectorate lay at 40%, while 57% of the members of the university council and 50% of senate members were women. Since 2013, all appointment committees at the university have met the statutory quota for female members.



### Back to Work

Innsbruck University of Medicine's Back to Work programme provides staff with organisational and financial support when they return to work after parental leave. The support helps them arrange childcare in a good nursery or with a childminder near their home or workplace. The university covers the cost of the childcare from the date of return to work until the child reaches the age of three; the parents only have to contribute €50 per child/month. The university has also negotiated a "Minimal Employment during Parental Leave" agreement that complies with the provisions of the Austrian Maternity Protection Act [Mutterschutzgesetz] and allows parents to work for four hours a week (e.g. to complete research papers) during parental leave. This employment is permitted in addition to the provision of parental leave cover and serves to keep staff integrated in the work process.

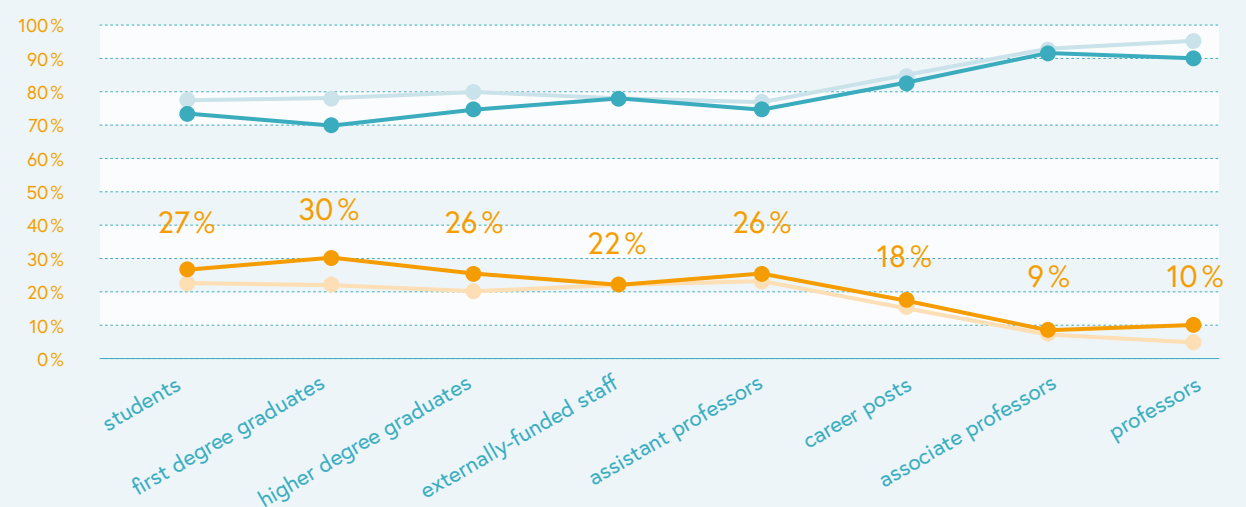
All of Innsbruck University of Medicine's performance agreements in the last twelve years have included the goal of raising its share of female professors. Its performance agreement for 2013–2015 also included the goal of raising its share of women in career posts. Measures that have been introduced at the university to achieve these goals include the Helene Wastl Mentoring Programme, which was launched in 2016, as well as various initiatives to improve the compatibility of career / study and childcare commitments.

The incorporation of gender medicine into teaching and research has been a goal in the university's performance agreements since 2007. Gender-based medicine was initially offered as an elective subject (lecture series) and is now a compulsory curriculum element. In 2010, a Gender Medicine Unit (Women's Healthcare Centre) was set up as a joint venture between five university hospitals (the two University Hospitals of Gynaecology and the University Hospitals of Internal Medicine, Neurology and Urology). The tasks of this unit include teaching and research in the field of gender medicine as well as the provision of healthcare services specially targeted at the needs of women.

### 3.15 Vienna University of Technology

While female participation at Vienna University of Technology (TU Wien) is low, the situation has improved slightly in recent years. The share of female students lies at 20% and is even slightly higher for first degree graduates (30%). Women are encountered less frequently among externally-funded staff (22%) than among assistant professors (26%). The share of women falls to 18% for career posts and 10% for professorships.

FIGURE 32  
Leaky pipeline Vienna University of Technology



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

The slight improvement in the share of female professors at TU Wien is also reflected in an improvement in its GCI score. This lay at 0.39 in 2005 and had risen to 0.52 in 2016.

In 2016, 17 new professors were appointed at TU Wien, i.e. significantly more than in the two previous years (eight new professors were appointed in 2015 and seven in 2014, including one woman in each case). Three of the new professors appointed in 2016 were women, i.e. the university is evidently making use of the potential to increase its share of female professors. Female professors at TU Wien earn on average 10% less than men.

Women are represented far more strongly in management functions at TU Wien than they are among professors. The university has had a female rector since 2011, and the share of women in its rectorate lies at 40%. 43% of the members of the university council are women, while the share of women in the senate lies at 31%. Women also make up 31% of appointment committee members. In 2016, only two of the 15 appointment committees at TU Wien met the required quota for women.

The strategic gender equality goals at TU Wien focus on increasing its share of female students, professors and career post holders. Measures that have been introduced to raise the share of female students include the TechNIKE Summer Workshops, participation in the FiT—Females in Technology initiative or the provision of online mentoring for female students. Support is also provided to women returning to work after a career break. The university likewise offers childcare facilities and training workshops designed to foster gender and diversity competence.

The establishment of its Department for Gender Competence provided TU Wien with a dedicate unit for women's and gender studies that also develops and realises measures to attract and support schoolgirls and female students/junior scientists. Gender studies also features in the university's study programmes to a limited extent and is a compulsory two-hour weekly element in two of its curricula. Since the 2017/2018 winter semester, gender studies has also been a compulsory element in the "Technology for People" module in all Bachelor pro-



#### One-semester Research Sabbatical

The introduction of the quota regulation for university management and decision-making bodies and committees also raised the corresponding workload for female professors, especially in fields where women at that level are few and far between. TU Wien grants female professors and mid-level scientists a one-semester research sabbatical to compensate for the disproportionate committee workload caused by this quota regulation. A points-based model has been introduced, with women becoming eligible for a sabbatical when they reach a certain number of points. The model is described in the university's guidelines for leaves of absence (TU Wien 2016).

#### Born This Way

The diversity training on offer to staff and students at TU Wien includes the workshop Born This Way? A Fun Approach to Gaining Gender and Diversity Competence. Targeted especially at management staff, this two-day seminar with the external trainer Philipp Leeb includes a series of fun group exercises designed to show participants just how easy it is to gain gender and diversity competence. A mix of methods (lectures, individual and small group exercises, discussions, theatre/role playing elements, self-awareness and reflection sessions) are used to give participants the opportunity to critically examine their gender performance, analyse diversity dimensions and reflect on their own stereotypes.

#### TU Women's Award

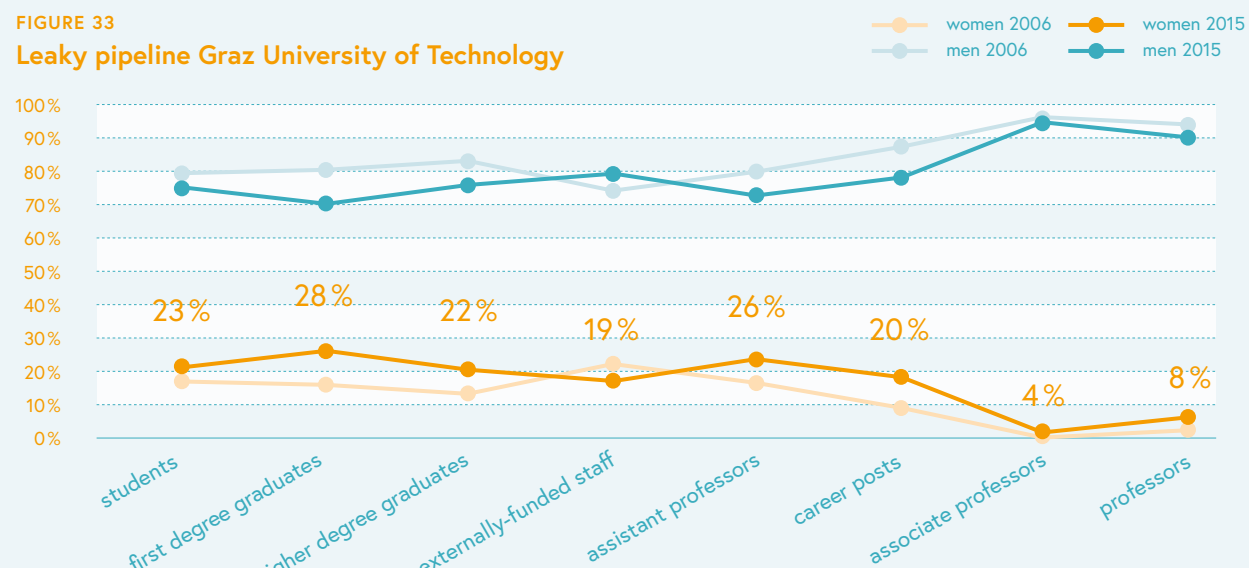
Since 2015—the university's 200-year anniversary—TU Wien has been awarding its annual TU Women's Award to successful female graduates who have carried out projects and work of particular social, economic or scientific relevance in their professional lives. The award recognises graduates whose CVs set shining examples for schoolgirls and female students and serve as an inspiration to them in their own career planning. The first TU Women's Award was presented to Judith Engel, the project leader for the new central railway station in Vienna. In 2016, the award went to Clara Schuecker, Professor of Designing Plastics and Composite Materials at the University of Mining Leoben. The third TU Women's Award was presented to Barbara Oberhauser, Head of HSSE (Health, Safety, Security and Environment) Skill Pool Management at OMV AG.

grammes. TU Wien does not, however, have either a chair or a research group with a gender studies focus.

### 3.16 Graz University of Technology

The participation of women is low on all levels of the career ladder at Graz University of Technology (TU Graz). However, the share of women has also increased slightly in the last ten years at all levels with the exception of externally-funded staff. At present, women make up 23% of students. This share remains fairly constant through to career post level and only falls for associate professors and professors (to 4% and 8% respectively).

**FIGURE 33**  
Leaky pipeline Graz University of Technology



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations

The chances of promotion have risen marginally for women at TU Graz, i.e. the university's GCI score has risen from 0.22 (2005) to 0.37 (2016). However, it is still a long way from the ideal score of 1.

The increase in the share of female professors can presumably be attributed in part to the university's adherence to its obligation to take affirmative action in its appointment procedures. In 2016, the share of women invited to hearings and included on shortlists was far higher than the share of female applicants. Ultimately, the five new professors appointed included one woman and four men (share of women among new appointments: 20%). While significantly more new professors had been appointed at TU Graz in the two previous years, these appointments also only included one woman (2015:

eleven new professors, all of whom were men; 2014: twelve new professors, eleven male and one female).

There is a distinct gender pay gap for professors at TU Graz. Women in § 98 UG 2002 professorships earn 13% less than their male colleagues. The disparity is even greater for temporary professorships, where women earn 16% less than men.

Although women are underrepresented on all levels of the scientific/academic career ladder at TU Graz, they do account for at least 40% of the members of its management bodies: the share of women lies at 40% in the rectorate, 43% in the university council and 46% in the senate. Despite the growing participation of women, the university has not yet managed to meet the required quota for women in its appointment committees. In 2016, only one of the 13 appointment committees at TU Graz met the prescribed quota. Overall, 26% of the members of its appointment committees are female.

Raising the share of female students and advancing the careers of women have been stated goals in all four of TU Graz's performance agreements to date. To support its efforts to raise its share of female professors and create career posts for women, the university has implemented a comprehensive bundle of measures—some in cooperation with other universities in Graz. A series of initiatives are addressed at awakening the interest of women and girls in a career in technology, e.g. T<sup>3</sup>UG—Teens Tackle Technology, FiT—Females in Technology or CoMaed—Computers and Girls. Together with the other universities in Graz, career advancement measures for women are offered through the POTENZIALE initiative. TU Graz also provides childcare facilities and strives to systematically integrate diversity management through its IDuK—Integration von Diversität in die universitären Kernfunktionen ("IDuK—Integration of Diversity into Core University Functions") project.

Gender studies is only incorporated into teaching and research at TU Graz to a limited extent. Students have the possibility to take gender studies courses at other universities or at the city's Interdisciplinary Research Centre for Technology, Work and Culture (IFZ). In the 2016/2017 winter semester, a Visiting Professorship in Gender and



### Leading Women—Shaping the Future

From 2014 to 2016, TU Graz organised an innovative programme to prepare and support women in leadership positions. The Leading Women—Shaping the Future programme was co-funded by BMWFV and Permion Consulting GmbH, an international strategy consulting agency. Eight selected female academics participated in the three-year programme, which was designed to prepare them to take on a leadership role and sought to trigger a change in culture that gave men and women equal opportunities to progress. The Leading Women—Shaping the Future programme was not seen as a measure to advance women but as a business case that underscored the benefits of gender diversity. In addition to the eight participants, the project also involved top managers from the corporate world and representatives of government ministries as mentors and high-calibre scientists as role models (and sometimes also mentors). The programme included both one-to-one elements (e.g. individual coaching) as well as strategic change management activities (e.g. meetings of the Leading Women Salon, workshops). Over the three years of the project, the share of women in management positions and bodies at TU Graz rose from 7.7% to 22.4%, which contributed significantly to counteracting its leaky pipeline. In the interests of sustainability, the project will also be continued in the future.



Technology was established at the Faculty of Electrical and Information Engineering. Each year, calls are issued for five grants (each worth €1,000) to support students, teaching staff and researchers at TU Graz working on gender and diversity aspects in technology and science and help them to finance conference visits, publications or final-year papers.



### Integration of Diversity into Core University Functions

TU Graz strives in its diversity management strategy (BMWFV 2017: 15) to integrate diversity into the core university functions of teaching and research. It has established a comprehensive package of measures that build on experiences with and proven approaches to gender equality in technology and engineering. This package of measures has been developed both top-down and bottom-up over many years and gradually integrated into the university's structures. Responsibility for the project lies directly with the Rectorate, and the measures are implemented primarily by the univer-

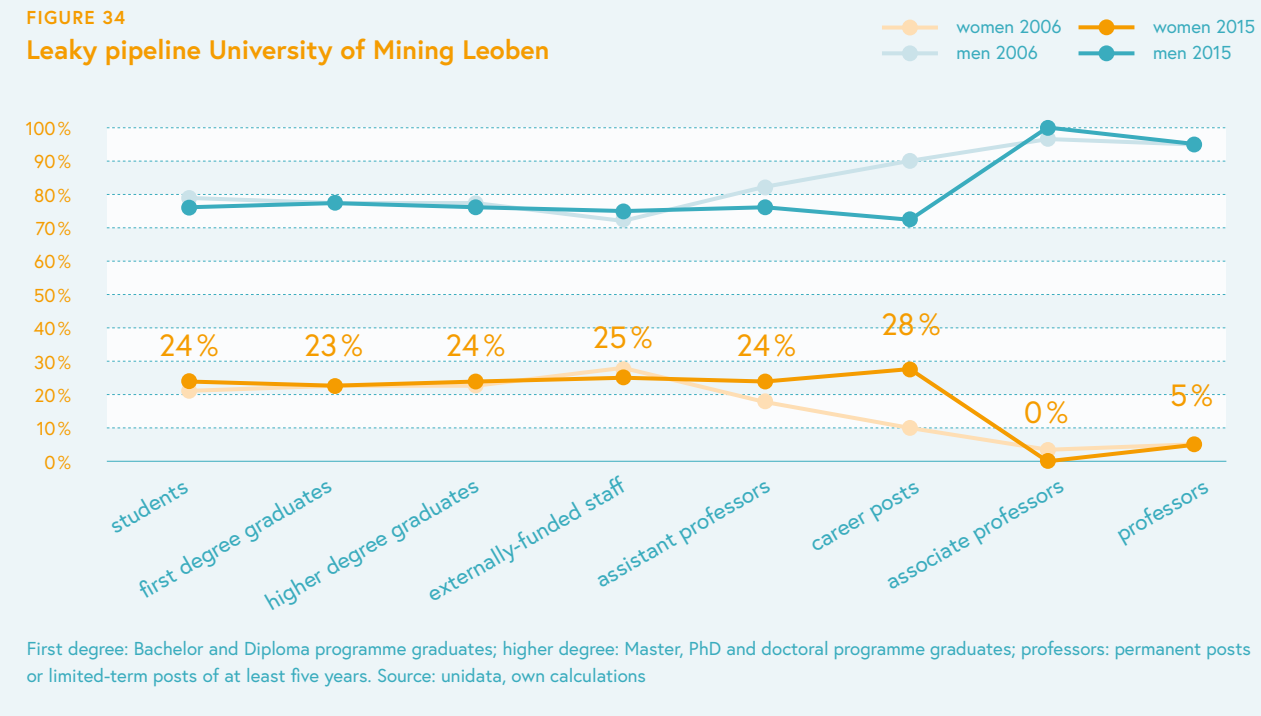
sity's Office for Gender Equality and Equal Opportunity. Its Gender and Diversity Working Group supports the continuous development and enhancement of measures, serves as a project and task hub and draws up recommendations for the rectorate. The working group includes representatives of advocacy groups, management bodies, strategic departments and academic staff at TU Graz. All measures are developed with the participation of their target group. Core measures include the introduction of career posts for women, a visiting professorship in gender and technology, an advisory service to help academics prepare diversity- and gender-sensitive applications, the collection of good practice research examples and the provision of training options for researchers. All training courses and workshops foster the development of networks and peer groups to encourage broad dissemination of gender and diversity know-how. These measures are expected to bring about a long-term change in the research and teaching culture and are regularly evaluated (reflection and feedback at events; continuous, indicator-based self-assessment) and enhanced.

### 3.17 University of Mining Leoben

With 41 professors and around 4,000 students, the University of Mining Leoben is far smaller than the two other technical universities in Austria. Women make up around one quarter of its students, graduates, externally-funded staff and assistant professors and are more strongly represented in career posts (28%) than their potential share actually merits. However, the share of women falls significantly for associate professors and professors: women only make up 5% of professors, a share that is well below the comparison values for the other technical universities.

FIGURE 34

#### Leaky pipeline University of Mining Leoben



Overall, this picture has not changed in recent years. Accordingly, the chances of promotion for women at the University of Mining Leoben have scarcely improved, and its GCI score has only risen from 0.24 (2005) to 0.28 (2016). In 2015 and 2016, seven new professors were appointed at the university, all of whom were men. A female professor was last appointed in 2014.

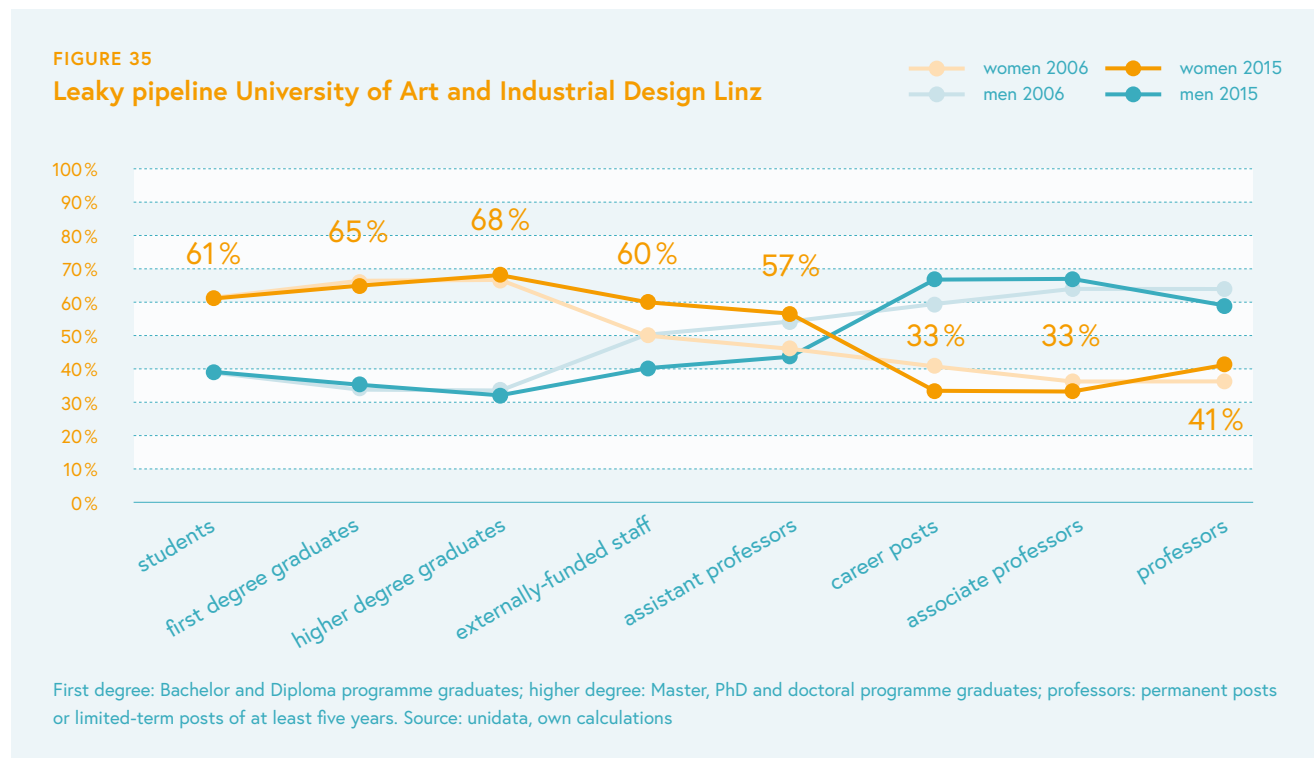
Women are not only underrepresented at the University of Mining Leoben among professors, they are also underrepresented in management and decision-making functions. There is one female vice-rector (share of women in the rectorate: 33%), while 40% of the members of the university council and 27% of senate members are women. Since 2010, none of the university's appointment committees have met the required quota for women.

In its performance agreements, the University of Mining Leoben sets itself the specific goal of increasing its share of female students by participating in the FiT—Females in Technology initiative. It also states that it seeks to raise the presence of women by creating further career posts. In this regard, its current performance agreement (for 2016–2018) specifies the creation of an additional one to two career posts for women.

The gender dimension is not explicitly addressed in research and teaching at the University of Mining Leoben. The university does not offer any dedicated courses in gender studies nor does it place a focus on gender in research or have a chair of gender studies.

### 3.18 University of Art and Industrial Design Linz

At the University of Art and Industrial Design Linz, women are clearly overrepresented among students, externally-funded staff and assistant professors (where their share lies at between 68% and 57%). The share of women falls to one third for career posts, then rises again to 40% for professors. This picture has only changed in recent years in two aspects: the share of women among externally-funded staff has risen from 50% to 60% and the share of female professors has increased slightly from 36% (2006) to 41% (2015).



The rise in the share of women among externally-funded staff has reduced the university's GCI score from 1.09 (2005) to 0.76 (2016). Three (23%) of the new professors appointed in the last three years were women.

Women are likewise strongly represented in the university's management and decision-making boards and committees. The shares of women lie at 40% in the rectorate, 71% in the university council and 61% in the senate, which is in line with the shares of female students and scientific/academic/artistic staff. More than half of the members of the university's appointment committees are women.

The University of Art and Industrial Design Linz's strategic gender equality goals focus on building up gender competence in teaching and administrative services as well as on ensuring the compatibility of career/study and family commitments (the university received Audit universityandfamily certification in 2014) and promoting gender studies.

Its Department for Art History and Art Theory has established a Chair (§98 UG2002) and a Visiting Professorship in Gender Studies. Courses in gender studies are available to students in all study programmes. The University of Art and Industrial Design Linz has also set up the VALIE EXPORT Center, a research centre for feminist art, media and performance art, in cooperation with the LENTOS Kunstmuseum, an art museum in the city.



#### Non-discriminatory Admission Procedures

The University of Art and Industrial Design Linz is firmly committed to the principle of non-discrimination and takes affirmative action against discrimination based on gender, ethnicity, religion or beliefs, age, sexual orientation or disability. The long-term monitoring of student numbers—from

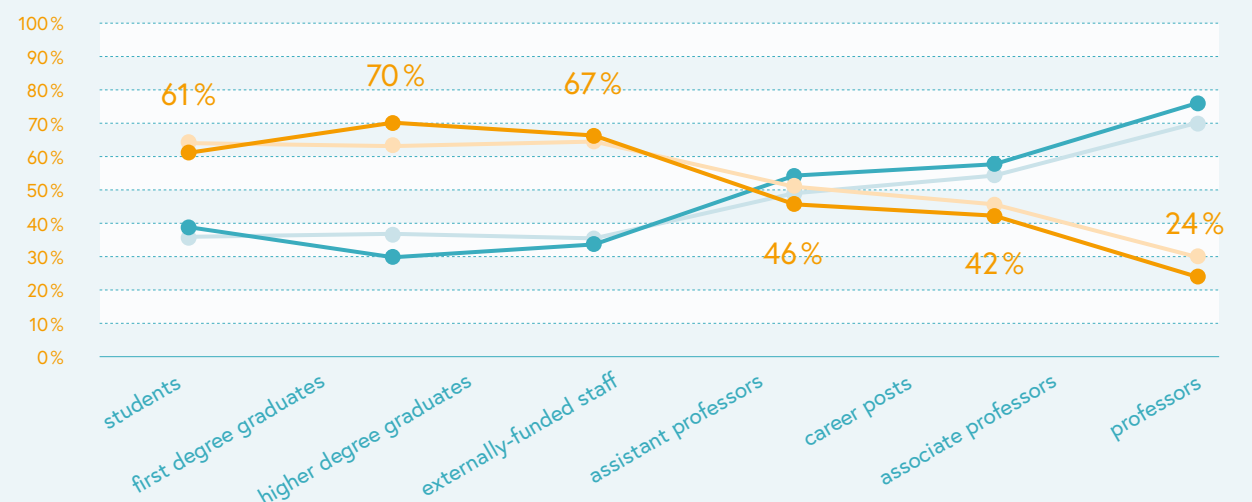
the application and admission process through to graduation—for inclusion in its reports on female participation has revealed a gender imbalance in some individual areas. Some study programmes tend to attract more women, others more men. Based on in-depth studies, interventions are being made on multiple levels to improve the gender balance in the identified areas. Admission boards and department heads are informed about the imbalance and called upon to ensure that admission procedures are non-discriminatory. The heads of those departments which had demonstrated a long-term gender imbalance worked with the Working Group on Equal Opportunities to develop ideas to remedy the situation and restore the gender balance. In the process, they reflected on how their departments were presented as well as on their PR activities, teaching content and personnel structures (Wissensbilanz 2016: 10).

### 3.19 University of Music and Dramatic Arts Mozarteum Salzburg

The University of Music and Dramatic Arts Mozarteum Salzburg (Mozarteum Salzburg) has a leaky pipeline that is typical of universities yet atypical of universities of arts: women are clearly overrepresented among students and graduates, and the gender ratio is almost balanced among assistant professors (46%). The share of women falls to 42% for associate professors and then to 24% for professors.

While the share of women among students and graduates at Mozarteum Salzburg has hardly changed in the last ten years, the share of female assistant professors and professors has fallen. As a result, it is the only university in Austria where the gap here has widened rather than narrowed. This is also reflected in its GCI score, which dropped from 0.76 in 2005 to 0.68 in 2016.

**FIGURE 36**  
Leaky pipeline University of Music and Dramatic Arts  
Mozarteum Salzburg



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. The University of Music and Dramatic Arts Mozarteum Salzburg has no externally-funded posts or career posts. Source: unidata, own calculations

From 2014 to 2016, 31 new professors were appointed at Mozarteum Salzburg (of whom ten were women). While more than one third of its professorships were refilled, this potential was not utilised to increase the share of female professors. The declining share of female professors is surprising not only because the number of new professors appointed has been high in recent years, and the share of women among these new appointments lies above the current share of female professors, but also because all four of the university's performance agreements set the goal of raising the share of women in professorships and management functions.

Since 2010, there has been no appreciable gender pay gap for professors at Mozarteum Salzburg. Reducing the gender pay gap was one of the university's strategic goals in its 2013–2015 and 2016–2018 performance agreements.

Although women are underrepresented among professors, they do make up at least 40% of management and decision-making board members. The share of women in the rectorate and university council lies at 50%, while 40% of the members of the senate are female. Most of the university's appointment committees also meet the required quota for female members (ten out of eleven appointment committees in 2016).

Gender studies only features in teaching and research at Mozarteum Salzburg to a limited extent. The university has no chair with a focus on gender studies, no compulsory courses in gender studies and only one elective course with such a focus ("Arts-Gender-Research").

In 2017, Mozarteum Salzburg received basic Audit universityandfamily certification. Its planned measures primarily address students with care commitments (identification

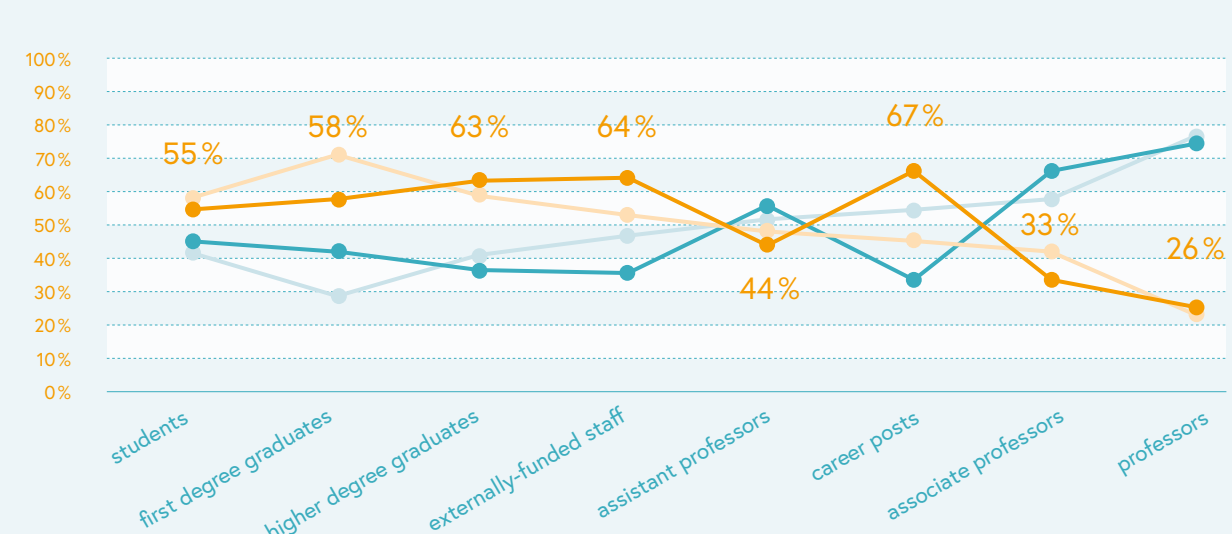
of specific stress factors for student carers, expansion of digital learning options, grants for hardship cases, job application training for student carers). The university also plans to establish a family service unit as part of its personnel development programme and expand the possibilities for home working.

### 3.20 University of Music and Performing Arts Vienna

With 171 professors and around 2,400 students, the University of Music and Performing Arts Vienna (mdw) is one of the larger universities of arts in Austria. Women are slightly overrepresented among its students (55%) and clearly overrepresented among graduates and externally-funded staff. The share of women falls to 44% for assistant professors, rises again to two thirds for career posts and lies for professors at 26%. This picture has remained relatively unchanged for the last ten years. The situation at mdw is comparable to that found at Mozarteum Salzburg but differs greatly from the overall average for universities of arts.

As a result of the slight fall in the share of female artistic staff and a marginal rise in the share of female professors, mdw's GCI score has improved, rising from 0.64 in 2005 to 0.72 in 2016. Given the interplay of these two developments, an improvement in the chances of promotion for women cannot be definitively confirmed.

**FIGURE 37**  
Leaky pipeline University of Music and Performing Arts Vienna



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Source: unidata, own calculations





### Gender\_mdw Platform<sup>10</sup>

The Gender\_mdw platform<sup>10</sup> is an internal networking platform at mdw to promote gender studies in art, teaching, research and administration. Each institute nominates a gender representative and deputy to participate in the platform, which supports the activities set out in the university's advancement plan for women, promotes the use of gender-sensitive language and communicates news on gender-related topics throughout the university, thus providing low-threshold access to gender and diversity. It also serves to encourage researchers, artists and administrative staff to discuss gender and diversity issues, build networks and perhaps even develop and conduct joint projects. Cross-departmental projects are promoted through special calls (in 2015 and 2016) and supported by mdw's Department for Equality, Gender Studies and Diversity. A total of €30,000 were available for the first call in 2015 in which eleven projects were submitted and nine funded. In 2016, ten projects with a gender/queer focus received funding.

From 2014 to 2016, a total of 30 new professors were appointed at mdw, nine of whom were women. The average share of women among new professors in this period lies at 30% and is thus slightly above the share of female professors. This does not, however, suffice to indicate a positive trend for the latter.

At the University of Music and Performing Arts Vienna—like at the Mozarteum Salzburg—there is no gender pay gap among professors.

Women make up at least 40% of the members of mdw's management and decision-making boards. The share of female members lies at 60% for the rectorate, 40% for the university council and 50% for the senate. Most appointment committees (92% in 2016) meet the prescribed quota for women. Overall, 52% of all appointment committee members are women.

With regard to gender equality, mdw differs from other universities in that raising its share of female professors only appears as a goal in its current performance agreement (2016–2018). The focus in previous agreements lay on ensuring the compatibility of career/study and family commitments and augmenting gender studies

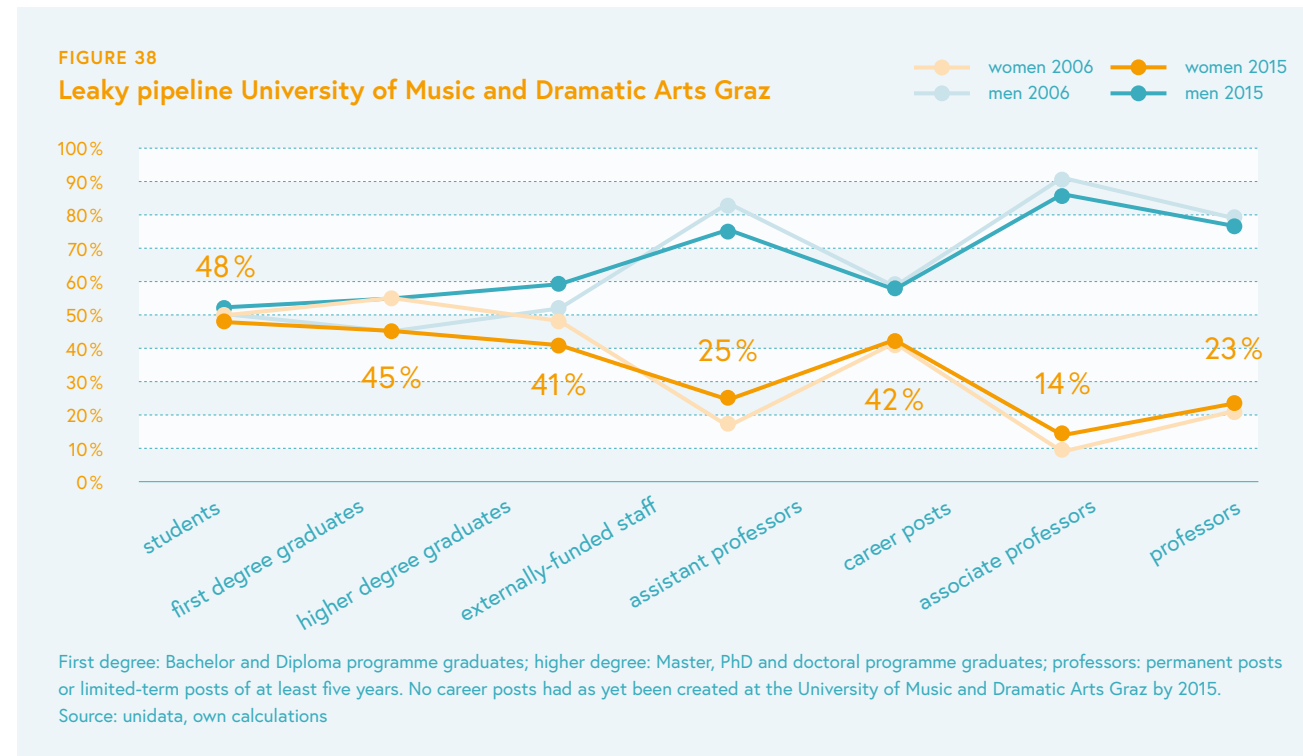
through visiting professorships, research projects and a new gender platform.

mdw now has a dedicated Chair in Gender Studies (§ 99 UG 2002 professorship), and a transdisciplinary gender networking platform (Gender\_mdw) was initiated in 2011 by the current rector in her previous role as Vice-Rector for Academic Affairs and the Advancement of Women. The gender platform is augmented by regular lecture series with a gender focus (e.g. "Voice/Worlds. Knowledge and Gender in Music, Theatre and Film" or "Transculturality").

### 3.21 University of Music and Dramatic Arts Graz

While the gender ratio among students is balanced, women are underrepresented at the University of Music and Dramatic Arts Graz (KUG) at all subsequent levels. The share of women is especially low among externally-funded staff (25%), associate professors (14%) and professors (23%) and is only higher for assistant professors (42%). The participation of women at the university changed little over the period from 2006 to 2015.

<sup>10</sup> [https://www.mdw.ac.at/gender/plattform\\_gender\\_mdw](https://www.mdw.ac.at/gender/plattform_gender_mdw) (in German).



KUG's GCI score has risen slightly from 0.71 (2005) to 0.74 (2016). From 2014 to 2016, 21 new professors were appointed, of whom four were women. The share of women among new professors lies at 22% and is thus below the current share of female professors at the university. In other words, the potential to increase the share of women is not being utilised. This is also indicated in the fact that—based on the share of female applicants—women are underrepresented in appointment hearings and on the corresponding shortlists. Like the other universities of music, no gender pay gap is evident at the University of Music and Dramatic Arts Graz.

At KUG, women are more strongly represented in management bodies and committees than they are among students or artistic staff. The university has had a female rector since 2014, and the share of women in the rectorate lies at 80%. The university council is also headed by a woman, and 60% of its members are female. The share of women among senate members lies at 53%. However, the majority of appointment committees at the University of Music and Dramatic Arts Graz (83% in 2016) do not fulfil the statutory quota for women. Overall, only 30% of the members of appointment committees are female.

The University of Music and Dramatic Arts Graz did not include the goal of increasing its share of female professors in its performance agreements until the current version (2016–2018). The focus in its previous performance agreements lay primarily on compatibility (childcare, support for women returning to work) and on establishing a so-called Dual Career Service. Career progression measures for women are offered in cooperation with other universities in Graz through the POTENZIALE programme.

KUG does not offer a dedicated study programme in gender studies. In 2016, a fixed-term Chair of Women's and Gender Studies (§ 99 UG 2002; 5-year term) was established at its Institute for Aesthetics of Music. Gender studies is a compulsory module in Musicology degree programmes, while some other study programmes offer elective modules with a gender focus.

Since the 2017/2018 winter semester, KUG has awarded two grants (each of € 606 per month) for gender-related PhD theses. The grants are initially awarded for a one-year period, with the possibility of an extension. In 2015 and 2017, the university also presented awards for final-year or research papers in the field of women's and gender studies. Theses at all levels—Bachelor, Master, Diploma or PhD—were eligible for these awards.

### 3.22 University of Applied Arts Vienna

With 32 professors (§ 98 UG 2002) and 1,550 students, the University of Applied Arts Vienna is one of Austria's smaller universities. Women make up at least 60% of students and graduates at the university, while the gender ratio is fairly balanced among externally-funded staff and assistant professors. The share of women among associate professors and professors lies in both cases at around 40%. In comparison to the figures for 2006, women are clearly more strongly represented at professor level than they were in 2015, since their share has risen from about 30% to 40%.



#### Gender Art Laboratory (GAL)<sup>11</sup>

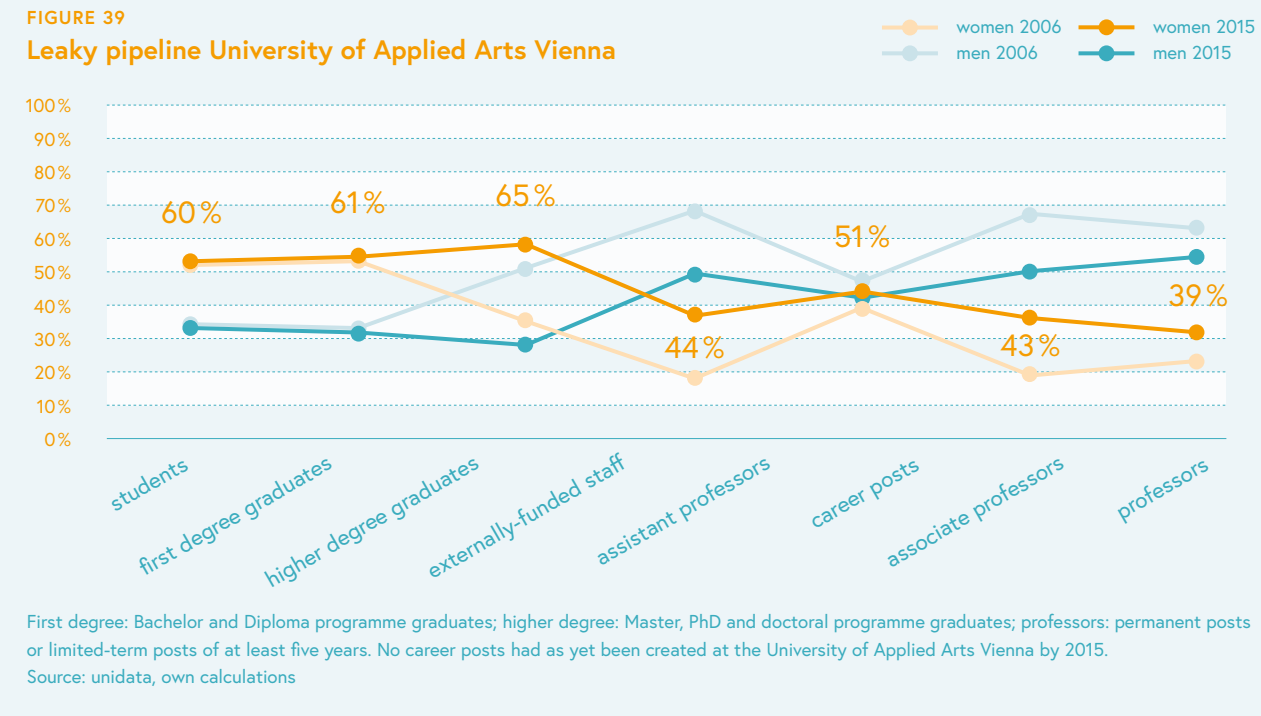
The Gender Art Laboratory (GAL)<sup>11</sup> at the University of Applied Arts Vienna was founded in March 2006 and is conceived as an "open workshop" at the intersection of art and science. The GAL orients itself on the workshops of the Renaissance, which served as places of both learning and production. In the GAL, art and science (brainwork and craft) come together in the weekly meetings that replace a permanent workshop as well as through the artworks created by students of all disciplines—and inspired by the GAL—around which the support and discussion at the GAL

centres. Students can choose between a weekly foundation course and special invitation courses (guest lectures) on specific themes, invitations to which are issued by e-mail and via the internet. They can also adapt their participation to suit their other commitments. The foundation course covers basic aspects of gender studies, feminism, women's studies and diversity. Guest lecturers can include artists and scientists from all disciplines, regardless of whether they actually work at the university. With the exception of the project management team (Marion Elias, assisted by Robert Maierhofer), the GAL has no regular lecturers or regular classes. Instead, it follows the goal of providing multidisciplinary, international "teaching" that is as democratic as possible (=research, teaching, production). As "confirmation" of its work, the GAL appears in various exhibitions and publications, thus encouraging and inspiring the application of insights from gender and women's studies and feminist concepts in art and providing the necessary practical and theoretical support.

<sup>11</sup> [http://www.dieangewandte.at/en/institutes/gender\\_art\\_lab](http://www.dieangewandte.at/en/institutes/gender_art_lab)

FIGURE 39

#### Leaky pipeline University of Applied Arts Vienna



The glass ceiling at the University of Applied Arts Vienna is much thinner than at other universities. Its GCI score has been stable at 0.80 for many years and is thus close to the ideal score of 1.

In the period from 2014 to 2016, 15 new professors were appointed at the University of Applied Arts Vienna, including five new female professors. In its appointment procedures in 2016, a disproportionate share of women were invited to hearings (72%) and included on the shortlists (89%) compared to the share of female applicants. Ultimately, all the new professors appointed at the university in 2016 were women. In 2015, two female and two male professors were appointed, while in 2014 all new professors appointed were men.

In comparison to other universities of arts, the University of Applied Arts Vienna has a gender pay gap of 6% for § 98 UG 2002 professorships. The gender income disparities are slightly higher for professors on civil servant contracts (9%) and slightly lower for those on collective agreement contracts (4%).

The University of Applied Arts Vienna also has an above-average share of women in management and decision-making functions. There is an equal share (50%) of men and women in the rectorate, while women make up 60% of the members of the university council and two thirds of senate members. All appointment committees at the university meet the required quota for women.

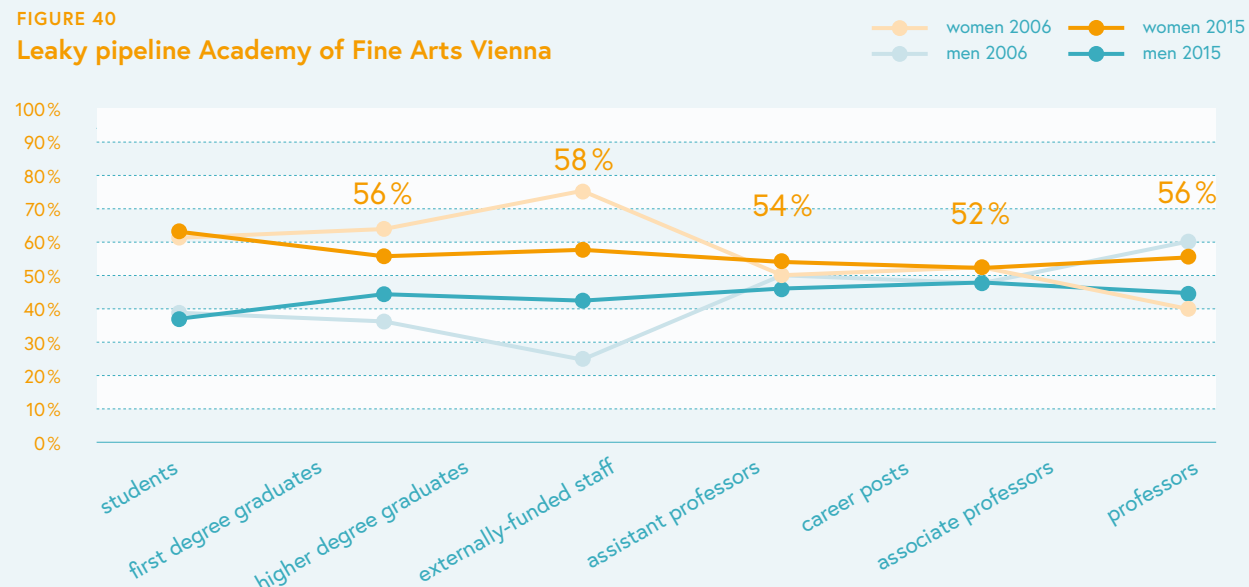
Increasing the share of women in management and professorship roles has been a strategic goal in the University of Applied Arts Vienna's last four performance agreements. Its performance agreement for 2007–2009 also set the goal of achieving a gender balance

in official duties and job descriptions, while the 2013–2015 performance agreement stipulated that it would scrutinise its admission procedures for any implicit gender bias. A further focus has been placed on establishing gender studies at the university, e.g. through its Gender Art Laboratory or longstanding transdisciplinary “Art-Research-Gender” lecture series. Gender studies courses are compulsory in around half of the university’s study programmes, while around two thirds of its study programmes include gender studies electives in their curricula.

### 3.23 Academy of Fine Arts Vienna

With 30 professors (§98 UG 2002) and 1,441 students, the Academy of Fine Arts Vienna—like the University of Applied Arts Vienna and the University of Art and Industrial Design Linz—is one of Austria’s smaller universities. Women make up almost two thirds of its student body (63%). The share of women falls slightly for graduates (first degree: 56%; higher degree: 58%) and then remains constant at all further scientific/academic/artistic career levels. The Academy of Fine Arts Vienna is thus the only university in Austria that does not have a leaky pipeline, i.e. an underrepresentation of women at the higher levels of its hierarchy. In the last ten years, the only real change in the picture has been a harmonisation of the gender ratio among graduates.

FIGURE 40  
Leaky pipeline Academy of Fine Arts Vienna



First degree: Bachelor and Diploma programme graduates; higher degree: Master, PhD and doctoral programme graduates; professors: permanent posts or limited-term posts of at least five years. Up to and including 2015, no career posts had as yet been established at the Academy of Fine Arts Vienna. Source: unidata, own calculations

The Academy of Fine Arts Vienna is thus also the only university in Austria with a GCI score of 1 (2005: 0.76; 2016: 1.02), i.e. women and men have equal chances of promotion.

Despite the fact that the chances of promotion for women have improved significantly, there is still a 10% gender pay gap between male and female professors (§98 UG 2002) at the Academy of Fine Arts Vienna—to the detriment of women.

Women are not only strongly represented among students, scientific/academic/artistic staff and professors at the Academy of Fine Arts Vienna, they also feature strongly on its management and decision-making bodies and committees. Indeed, it is the only university in Austria whose rectorate is made up entirely of women. The share of women lies at 40% for the university council and 65% for the senate. All appointment committees at the academy meet the required quota for women.

The Academy of Fine Arts Vienna’s strategic gender equality goals are oriented on a broad concept that goes beyond the binary gender perspective and also incorporates the diversity and LGBTQ (lesbian, gay, bisexual, transgender/transsexual, queer) dimensions. This is reflected both in its antidiscrimination collective agreement<sup>12</sup> and in its performance agreements. Its current performance agreement stipulates (p. 7) that—pursuant to the Austrian Federal Equal Treatment Act [Bundes-Gleichbehandlungsgesetz] and its diversity management provisions—the academy considers it important—all other qualifications being equal—to give preference to migrant and LGBTQ applicants as well as to applicants from other systematically discriminated groups. It also states that the academy will develop corresponding equal opportunities goals and a system to realise these goals. One concrete project in this regard is the Non-Binary Universities project, for which the Academy of Fine Arts Vienna received the Diversitas Award in 2016.

The Academy of Fine Arts Vienna does not have a dedicated chair of gender studies. From a curricula perspective, its BA in Art and Education includes a compulsory “Introduction to Gender Studies” module, while a range of gender studies courses are offered as electives or optional courses, some of which are run in cooperation with the University of Applied Arts Vienna. Gender studies courses taken at either of the two universities are recognised by both, and students receive credits accordingly.



### Non-Binary Universities

The goal of the Non-Binary Universities project (BMFWF 2017: 33f.) is to uncover all areas at universities where transgender, transsexual and intersex persons (students, staff, visitors, applicants) encounter discrimination. For example, students nowadays can take university entrance exams without being required to state their gender yet are still forced by the current legal provisions to assign themselves to a gender category when they matriculate. A catalogue is being drawn up that lists all areas at universities where gender binary structures are encountered and also details measures that universities themselves have the autonomy to take to establish non-binary structures (e.g. adapting their “online campus” or WC facilities for gender neutral use). The project will also identify all corresponding changes that will need to be made to the legal framework and prepare a roadmap for their implementation. In doing so, it will consciously link measures to integrate the needs of transgender, transsexual and intersexual persons with existing measures to advance the careers of women.

12 <https://www.akbild.ac.at/Portal/organisation/uber-uns/dokumente/betriebsvereinbarungen/antidiskriminierung> (in German).



# Gender Equality at Universities of Applied Sciences

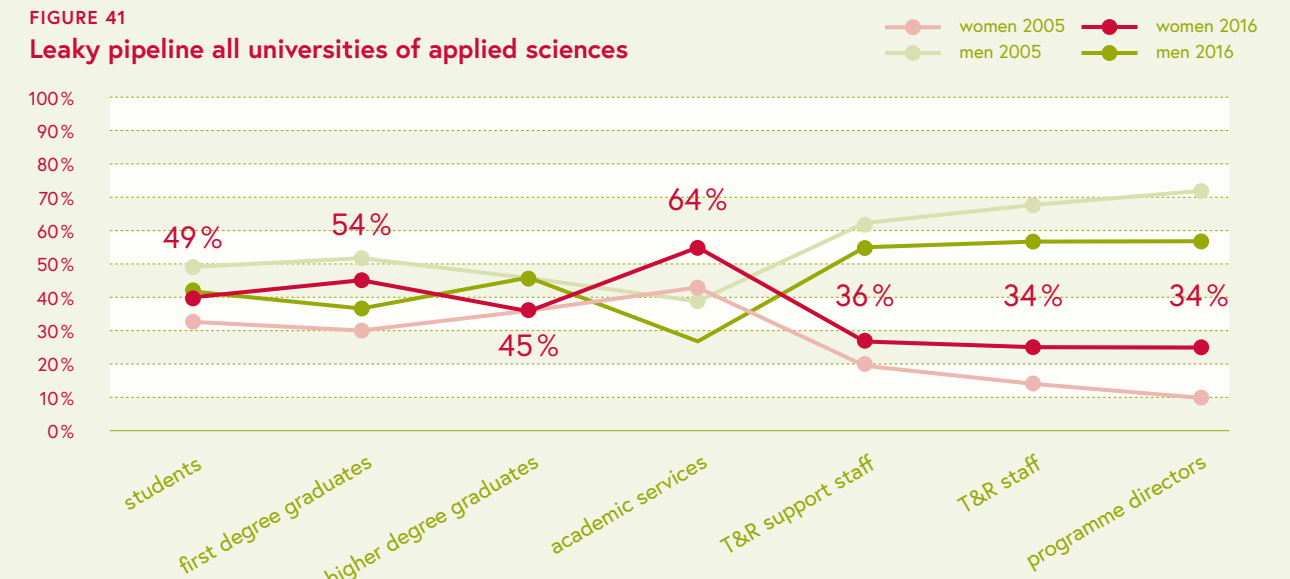
The description of the status quo for gender equality at universities of applied sciences (Fachhochschulen / FH) draws on the information contained in the aforementioned gender monitoring as well as on the findings of supplementary research into the composition of their management and decision-making bodies / committees, their integration of the gender dimension into research and teaching, and their activities to achieve gender equality.<sup>13</sup>

## 4.1 Overview

### 4.1.1 Participation of women

The leaky pipeline for the university of applied sciences sector in Austria is characterised by an almost balanced gender ratio among students and graduates. In contrast, the share of women among teaching staff lies at only one third.

FIGURE 41  
Leaky pipeline all universities of applied sciences



First degree: Bachelor programme graduates; higher degree: Master programme graduates; T&R support staff: teaching and research support staff; T&R staff: teaching and research staff; programme directors: directors of study programmes. Source: unidata, own calculations

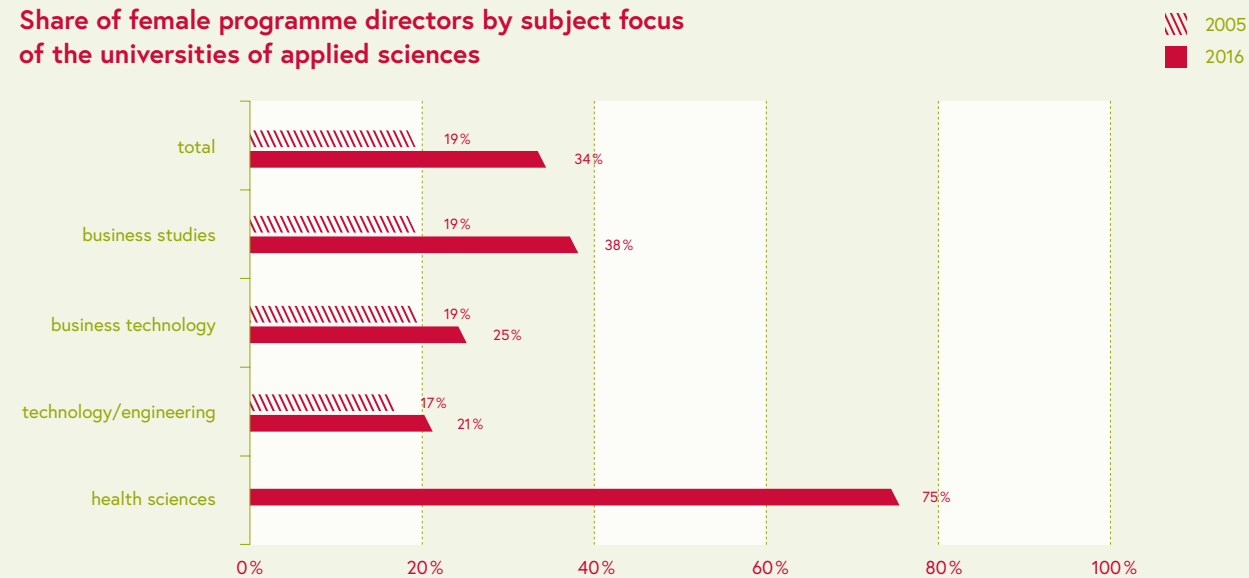
<sup>13</sup> The research was carried out in October and November 2017 and drew on the websites of the respective universities of applied sciences and their operators as well as the website of the Austrian Association of Universities of Applied Sciences (Österreichische Fachhochschulkonferenz).

The trend in the period from 2005 to 2016 indicates a rise in the share of female students (from a baseline figure of around 40% in 2005) and an increased representation of women in teaching staff and programme directors.

This rise in the share of female students can be attributed in part to the expansion of the study programmes and subjects offered at these universities. Around 80% of health sciences students, 55% of business students (2005: 49%), 48% of business technology students (2005: 44%) and 35% of engineering students (2005: 30%) at universities of applied sciences are women.

The development in the gender ratio for university of applied sciences staff must be viewed in the context of a massive expansion in this sector as a whole. The total number of teaching staff more than doubled between 2005 and 2016, while the share of female teaching staff rose by 11%. However, this rise would have been far greater had gender parity been achieved in appointments to these additional posts. If this had been the case, the share of female teaching staff would have risen from 23% in 2005 to 39% in 2016 (instead of the actual figure of 34%). Accordingly, the expansion has only been partially utilised to increase the share of women. The share of female programme directors rose from 20% in 2005 to 34% in 2016. While there were 124 programme directors in 2005, this number had more than doubled by 2016 (to 270). In contrast to teaching and research staff, gender parity was almost attained in new programme director appointments.

**FIGURE 42**  
Share of female programme directors by subject focus of the universities of applied sciences

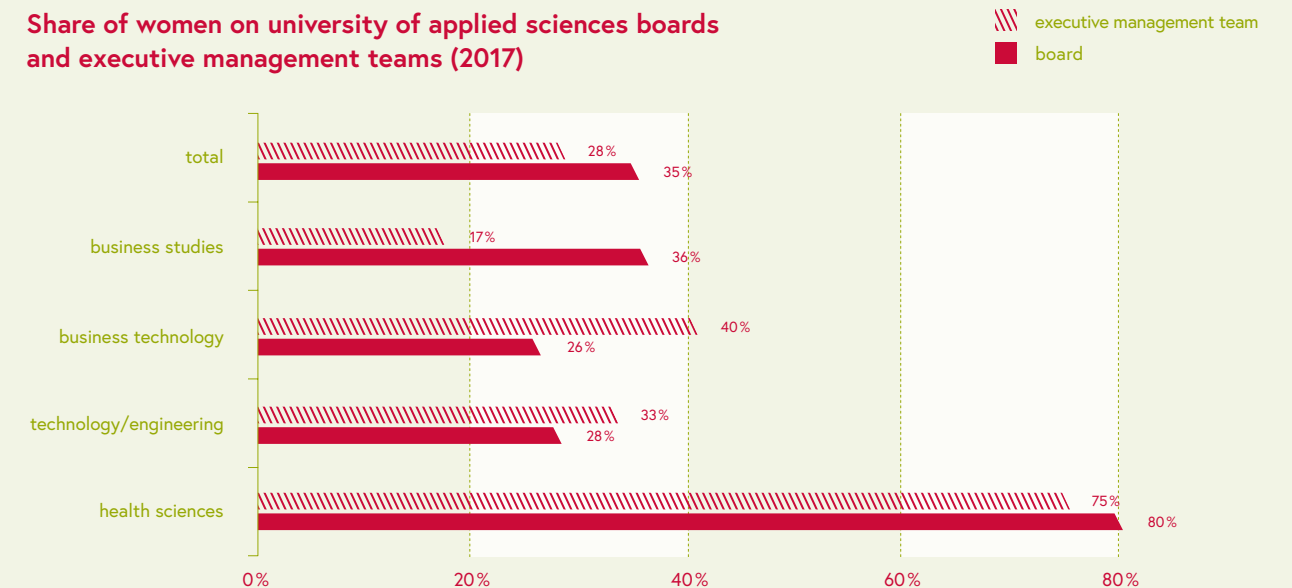


Allocation of universities of applied sciences to subject groups based on graduates per field in the 2015/2016 academic year. Calculation basis: more than 45% of graduates in one field and less than 33% in all other fields (business studies, technology/engineering, health sciences). Business technology: business studies and technology/engineering graduates are weighted similarly and together make up more than 65% of graduates (25-60% each), all other fields account for less than 20% of graduates. Source: unidata, own calculations

#### 4.1.2 Women in decision-making functions

The primary management and decision-making bodies at a university of applied sciences are the executive management team and the board. Of the total 27 managing directors<sup>14</sup> of universities of applied sciences in Austria, seven (26%) are women. At nine such universities, the board or rectorate is headed by a woman. Of the total 326 board members, 35% are women. The share of women varies between 6% and 88% (the average share lies at 32%).

**FIGURE 43**  
Share of women on university of applied sciences boards and executive management teams (2017)



Allocation of universities of applied sciences to subject groups: see Figure 42. Source: unidata, own calculations

#### 4.1.3 Gender studies at universities of applied sciences

As of autumn 2017, the 21 universities of applied sciences in Austria offered a total of 523 study programmes. Of these, 47 (9%) include specific gender studies modules. Only the University of Applied Sciences Carinthia offers a dedicated degree programme with a diversity and gender focus (BA in Disability and Diversity Studies).

Gender studies research is currently being carried out at ten universities of applied sciences. Five of these have a specific gender studies research programme or research focus.

<sup>14</sup> Six universities of applied sciences each have two managing directors, in most cases one woman and one man (IMC Krams, University of Applied Sciences Salzburg, University of Applied Sciences St. Pölten, University of Applied Sciences Campus O2 and University of Applied Sciences Technikum Wien). The two managing directors of FH Joanneum are men. Only two universities of applied sciences are managed solely by women, while 14 are managed solely by men.

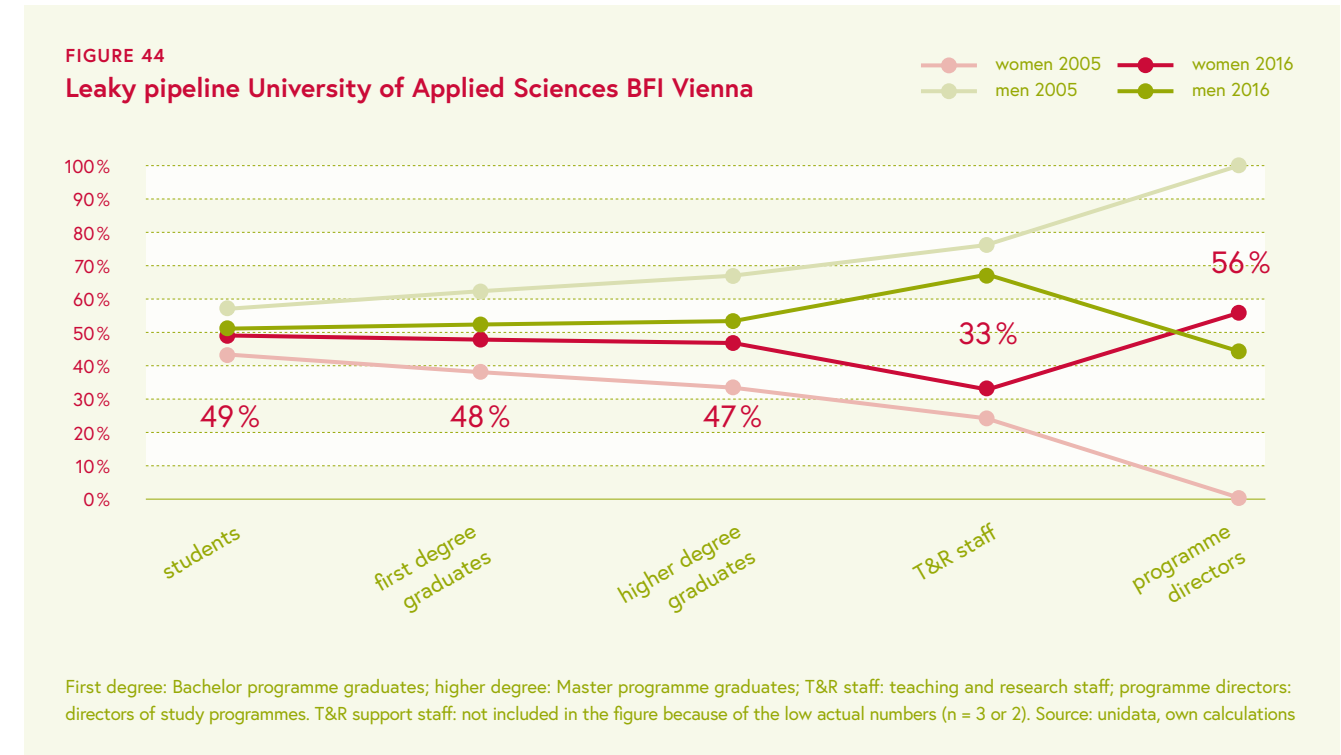
#### 4.1.4 Gender equality work at universities of applied sciences

§ 2 of the University of Applied Sciences Studies Act [FHStG] stipulates that the operator shall “give regard to gender equality and the advancement of women”. It also stipulates that they “shall strive for a balanced representation of women and men on their bodies and committees” and shall specifically address these aspects in their respective development plans (§ 8 (2) 1, FHStG). Unlike universities, the tasks and functions of those bodies responsible for gender equality at universities of applied sciences are thus not stipulated by law. Nonetheless, 16 universities of applied sciences state their commitment to gender equality and diversity in their mission statements, frequently focusing thereby not only on gender equality but also on cultural diversity, interculturality or disability. Eighteen of the 21 universities of applied sciences already have a point of contact for gender or gender and diversity. In most cases, this function is assumed by one person, who takes on the role in addition to her/his actual duties (teaching, administration). Only the University of Applied Sciences Campus Wien in Vienna has a separate Gender & Diversity department with its own team of staff. Six universities of applied sciences have working groups or steering committees for gender and/or diversity (set up, for example, by the board). In other words, there are essentially no comparable structures to the university working groups on equal opportunities in place at the universities of applied sciences.

Fifteen universities of applied sciences provide details of their gender equality or diversity activities on their websites. These usually comprise compatibility measures (13 universities of applied sciences, 12 with Audit university and family certification) or awareness-raising activities (e.g. language guidelines or training courses; ten universities of applied sciences). At six universities of applied sciences, the gender measures relate to governance (e.g. monitoring). At five, the focus lies on integrating the gender dimension into teaching and research. Four universities of applied sciences organise dedicated public events, and three have introduced measures to raise the share of women in engineering and technology (e.g. through participation in the FiT—Females in Technology initiative). Two universities of applied sciences have measures in place to advance women (e.g. mentoring). Three are particularly active in the field of gender equality (University of Applied Sciences Campus Wien, University of Applied Sciences Technikum Wien, University of Applied Sciences Upper Austria).

#### 4.2 University of Applied Sciences BFI Vienna

The University of Applied Sciences BFI Vienna (Fachhochschule des bfi Wien/FH BFI Vienna) offers degree programmes in business subjects and has 688 teaching staff and around 2,000 students. While the gender ratio is almost balanced among students and graduates, women only make up around one third of its teaching staff. In contrast, the share of female programme directors lies at 56% and is thus clearly above the average for all universities of applied sciences.



Women are not only represented to an above-average extent among the university's programme directors, the executive management team is also in female hand. The board is headed by a man (rector), while the share of women on the board lies at 35%.

The gender dimension is only integrated into teaching and research at FH BFI Vienna to a limited extent. Two of its 14 degree programmes include diversity management modules (BA in Work Design and HR Management, MA in Strategic HR Management in Europe). There is no specific focus on gender studies in its research activities.

In its mission statement, FH BFI Vienna states that it seeks “to encourage both male and female students from various cultural backgrounds according to their needs”. Concrete goals in this regard include the provision of a gender-sensitive atmosphere, gender equality at all levels, ensuring the compatibility of career/study and family commitments as well as the use of gender-neutral language. Structures have also been put in place to implement gender mainstreaming and diversity management, including the setting up of a Gender Mainstreaming and Diversity Management Steering Group and appointment of both a Gender Management Officer and a Diversity Management Officer.

FH BFI Vienna received basic Audit university and family certification in 2012 and was re-certified in 2015. Concrete family-friendly measures at the university include an option for fathers, adoptive parents and same-sex partners to take a month's paid parental leave, flexible working hours models, sabbatical leave options, information for parents/carers and the maintaining of contact while members of staff are on leave (e.g. through teaching assignments or project work).

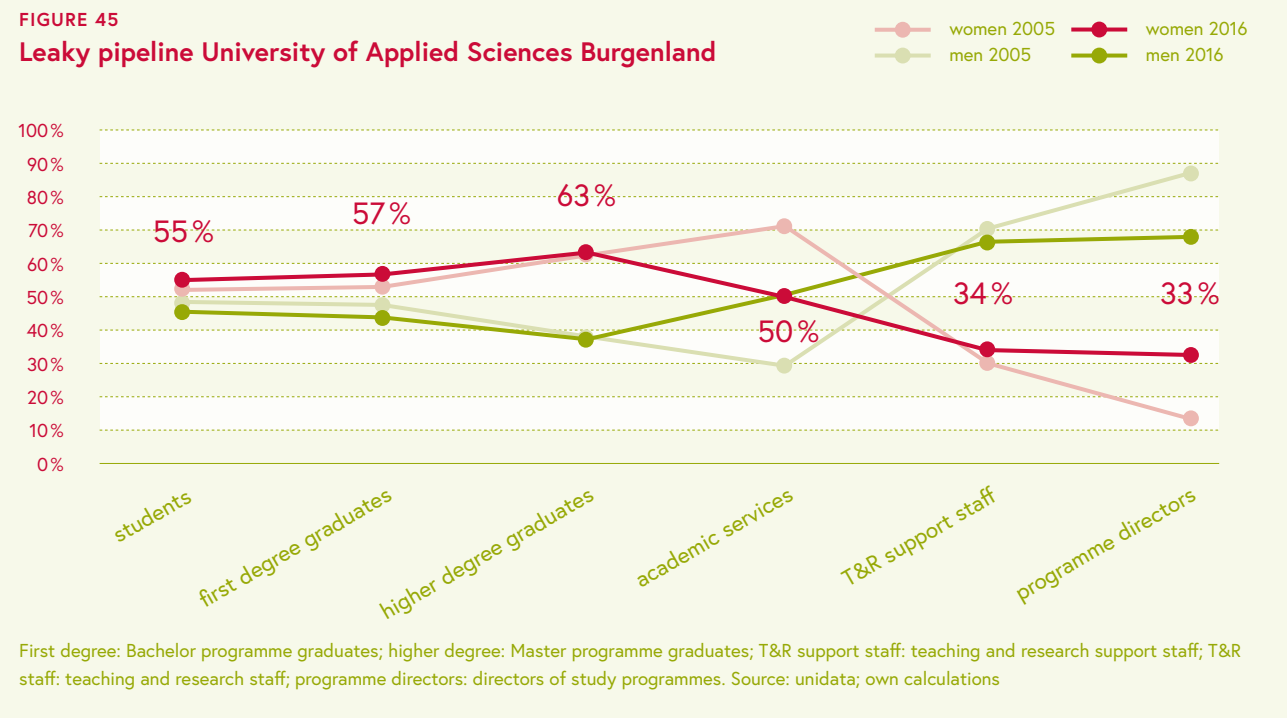


### 4.3 University of Applied Sciences Burgenland

The University of Applied Sciences Burgenland (Fachhochschule Burgenland/FH Burgenland) offers degree programmes in international business, information technology and information management, social work, health management and energy and environmental management. It employs around 600 teaching staff and caters to around 2,300 students. In its Strategy 2025, the university states its commitment to cultural diversity among students, lecturers, researchers and other staff. A focus thereby lies on enabling people to gain international experience, e.g. through a semester or internship abroad or through international research cooperations.

At FH Burgenland, women are overrepresented among students and graduates, gender parity has been achieved among teaching support staff, while the share of women falls to one third among teaching staff. Women also account for one third of all programme directors. The trend in the period from 2005 to 2016 is characterised by a slight rise in the share of female students and graduates as well as a clear rise in the share of female programme directors. In other words, the expansion in the number of programme directors from eight (2004/2005) to 21 (2015/2016) has also been utilised to increase the share of women in leadership positions.

FIGURE 45  
Leaky pipeline University of Applied Sciences Burgenland



All members of the executive management team are men, as is the chairman of the board. Women make up a total of 40% of board members.

Gender or diversity modules are only included in two of the 24 degree programmes at FH Burgenland: the BSc in IT Infrastructure Management includes a “Gender Studies” module, while the BA in Social Work contains a module on “Class, Gender, Ethnicity/Race and Diversity”.

The university’s website provides information on an ongoing research project with a gender focus. Financed by Fonds Gesundes Österreich (“Healthy Austria Fund”) and the Landesgesundheitsförderungsfonds Burgenland regional health fund, the Healthy Employees—Healthy Enterprise! project helps enterprises in Burgenland to develop programmes that promote occupational health and in particular psychosocial health. In a pilot phase (2016–2019), five companies are developing and implementing concrete measures with a low gender and age threshold as well as a diversity-oriented approach to staff and management.

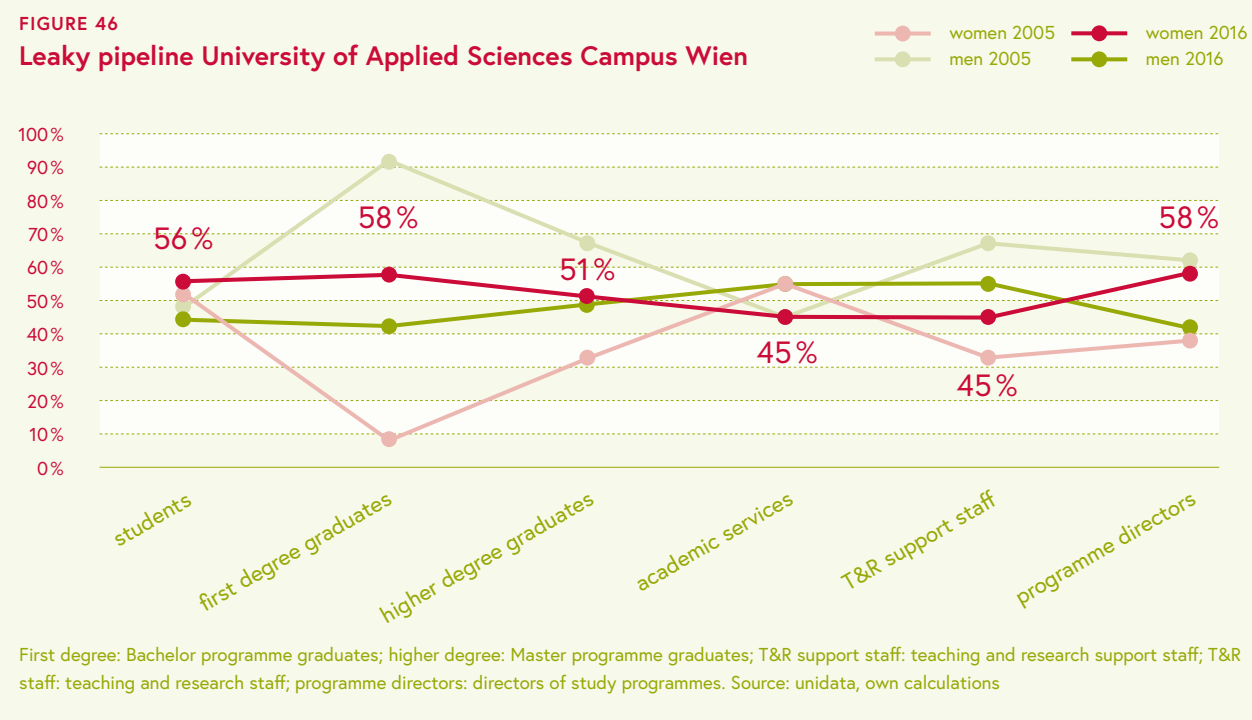
FH Burgenland has appointed a contact person for matters relating to the compatibility of career/study and family commitments and received basic Audit universityandfamily certification in 2017. Flexible working hours models and part-time study options are in place to help staff and students balance their study, career, family and leisure commitments.

### 4.4 University of Applied Sciences Campus Wien

With just under 2,000 teaching staff and around 5,500 students, the University of Applied Sciences Campus Wien (Fachhochschule Campus Wien/FH Campus Wien) in Vienna is one of Austria’s largest universities of applied sciences. It offers a broad portfolio of degree programmes in engineering, health sciences, social work, business studies and natural sciences.

The leaky pipeline at FH Campus Wien is characterised by comparatively balanced gender ratios. Women make up slightly more than half of students and first degree graduates and slightly less than half of teaching and research staff and support staff. However, the trajectories are much flatter than the average and ultimately cross again higher up the chain, since women constitute the majority of programme directors. A rise in the share of women can be seen at all levels with the exception of teaching and research support staff. The huge expansion in staff numbers at FH Campus Wien—its staffing levels have quadrupled in the last ten years—has thus also been utilised to achieve a balance in its gender ratios.

**FIGURE 46**  
**Leaky pipeline University of Applied Sciences Campus Wien**



### Gender and Diversity Management Department

The Gender and Diversity Management Department at FH Campus Wien helps staff and management to anchor gender mainstreaming and diversity in their work and organises a broad range of corresponding activities. Many of its measures focus on inclusion, e.g. encouraging women to study technical subjects through its participation in the FiT—Females in Technology initiative, the establishment of a buddy network for female engineering students and the provision of lectures and seminars on women and technology. The university also offers German and inclusion courses for university-educated asylum-seekers and actively strives to break down barriers. It received the Diversitas Award in 2016 for its package of measures to provide a barrier-free study and work environment.

FH Campus Wien gained basic Audit universityand-family certification in 2015. It has a contact person in place to assist students and staff with childcare and other care

requirements and provides childcare facilities on school-free days. Under the terms of a special works agreement, staff are also permitted to take up to four weeks paid leave after childbirth, adoption or foster care placement.

LGBTIQ (lesbian, gay, bisexual, transgender/transsexual, intersex, queer) network groups for people with different sexual orientations, identities and lifestyles are actively encouraged at the university. In 2015, it received the merit award from the Queer Business Women and austrian gay professionals networks for its commitment to sexual orientation in the diversity dimension.

The Gender and Diversity Management Department also provides support to lecturers, researchers and students in relation to gender aspects in their work. It offers advice on gender and diversity in research projects, project submissions and theses. It publishes a range of corresponding brochures, including guidelines on gender-sensitive language, gender-, queer- and diversity-sensitive didactics, gender mainstreaming and diversity management as well as salary negotiation tips for women. It also organises regular events to encourage the equality debate (e.g. Gender Salons where experts give talks on various related topics). Last but not least, the department also offers training courses to improve gender and diversity competence among teaching and support staff.

While the share of women among programme directors reflects that of its student body, management positions are primarily held by men. The university has a female rector, but its two vice-rectors are male, as are both members of its executive management team.

Of the 60 study programmes on offer at FH Campus Wien, seven include modules with a gender focus. Two of these are management degrees (BA in Public Management, BA in Social Management in Early Education and Care), two are in the social work sector (BA in Social Work, MA in Spatial and Clinical Social Work) and three are in the health sciences (MA in Advanced Integrative Health Studies, MA in Radio Technology, academic course in Healthcare, Nursing and Practice Mentoring). All of these programmes incorporate both the gender and the diversity dimensions. In addition, the university's Competence Centre for Administrative Sciences is conducting research into inclusion/exclusion and the democratic challenges they raise for society and public services. Particular focus is being placed thereby on the inequality, ethnicity, gender and social class dimensions.

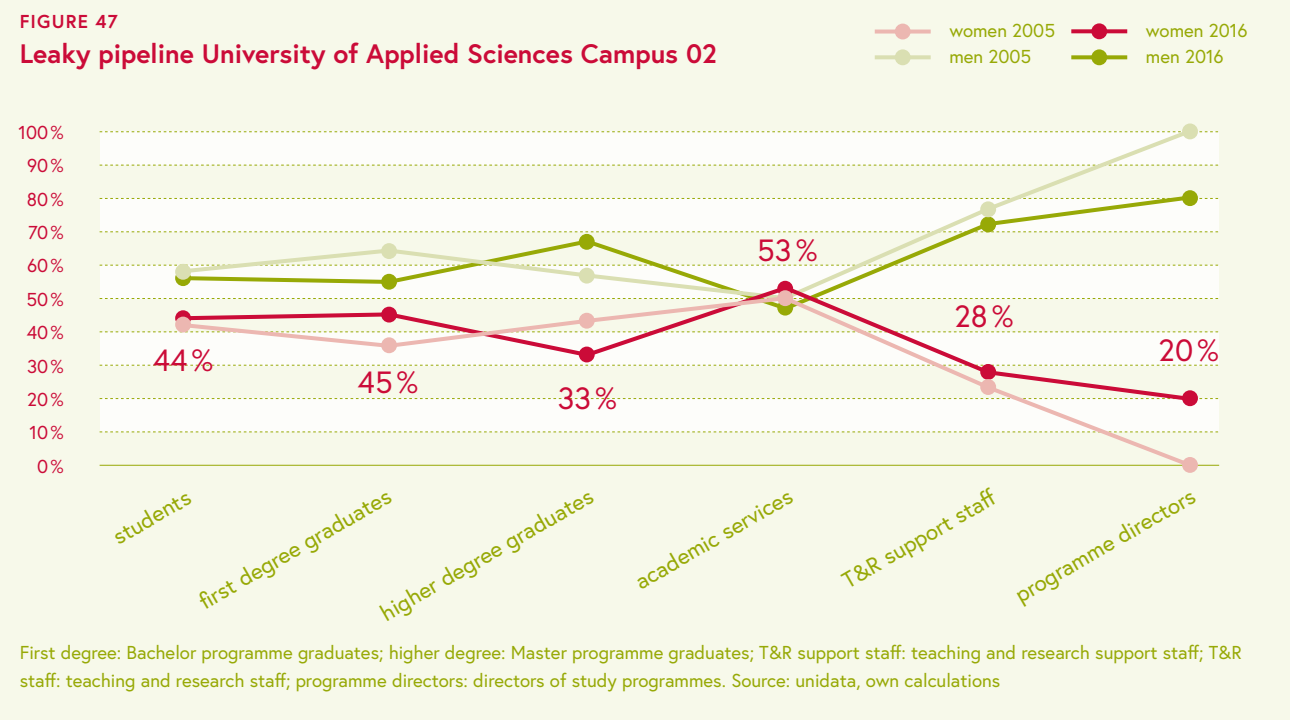
FH Campus Wien is the only university of applied sciences in Austria with a dedicated Gender and Diversity Management Department. This department, which is headed by a woman and has four female members of staff, organises a broad range of gender equality activities. The university also has an Equal Opportunities Unit, which serves as the point of contact for all matters relating to discrimination.

In 2011, FH Campus Wien became the first university of applied sciences to sign the Austrian Diversity Charter. In its mission statement, it describes the diversity of its students and staff as an "opportunity". It also states its commitment to diversity, equal opportunities and non-discrimination in its Code of Conduct, which came into force in 2012.

### 4.5 University of Applied Sciences Campus 02

The University of Applied Sciences Campus 02 (Fachhochschule Campus 02/FH Campus 02) is located in Graz and offers degree programmes in business, technology and engineering. It employs 520 teaching staff and caters to around 1,200 students. The share of women lies at 44% for students and 45% for first degree graduates but falls to one third for higher degree graduates. While women make up slightly more than half of support staff at FH Campus 02, they only account for 28% of its teaching staff. One in five of its programme directors are women. With the exception of the share of female programme directors, which rose from 0% in 2005 to 20% in 2016, the presence of women at FH Campus 02 has scarcely changed in recent years.

**FIGURE 47**  
**Leaky pipeline University of Applied Sciences Campus 02**



Compared to other universities of applied sciences, FH Campus 02 has grown at a moderate pace. Its number of programme directors has remained constant, and its number of teaching staff has doubled. Its executive management team is made up of one man and one woman, the board is headed by a woman, and the share of female board members lies at 28%.

None of the twelve degree programmes offered at FH Campus 02 has a gender focus. Its website lists “Gender Marketing” as a main area of research in the marketing and sales field but does not provide details of any current research projects (only publications and presentations).

FH Campus 02 has appointed a Gender and Diversity Management Coordinator to support its teaching departments and the staff in its Central Services units. This coordinator is responsible for disseminating information, raising awareness and developing competences in gender and diversity as well as ensuring that Campus 02 is a barrier-free establishment.

FH Campus 02 commits itself in its strategy and mission statement to diversity management and “strives to take into account the diversity of our society and to incorporate this into the planning of strategic processes”.<sup>15</sup> It is involved in a range of regional gender and diversity management cooperations, including the GenderLab Graz expert platform or FiT—Females in Technology Styria initiative to raise the share of female

<sup>15</sup> <https://en.campus02.at/organisation-central-services/strategy-mission/gender-diversity-management/>

engineering students. In 2015, FH Campus 02 was recognised by the Taten statt Worte (“Deeds not Words”) initiative as one of the “most family-friendly organisations in Styria” in the “Non-Profit Organisations” category. It also obtained basic Audit universityand-family certification in 2015 and was re-certified in 2018. The university aims to ensure the compatibility of career/study and family commitments through flexible working hours models, sabbatical/parental leave options, a child-friendly infrastructure and measures to raise awareness among its senior staff.

#### 4.6 University of Applied Sciences for Health Professions Upper Austria

Established in 2010, the University of Applied Sciences for Health Professions Upper Austria (FH Gesundheitsberufe OÖ GmbH) offers corresponding degree programmes for around 780 students and has a total of 631 teaching staff. Women form the clear majority of its students (81%), graduates (87%) and programme directors (89%). The share of women among teaching staff lies at 56%, while both the executive management team and the board are headed by women. The total share of women on the board lies at 72%.

The gender dimension is not anchored in any of its study programmes or research activities.

The University of Applied Sciences for Health Professions Upper Austria commits itself in its statute to affirmative action and applies a broad definition of diversity which includes gender, age, ethnicity, disabilities, chronic illnesses, sexual orientation, religion and beliefs. It has also appointed a Gender, Equal Opportunities and Diversity Officer and focuses in particular in its diversity management on integrating students with disabilities, chronic illnesses or a migrant background.

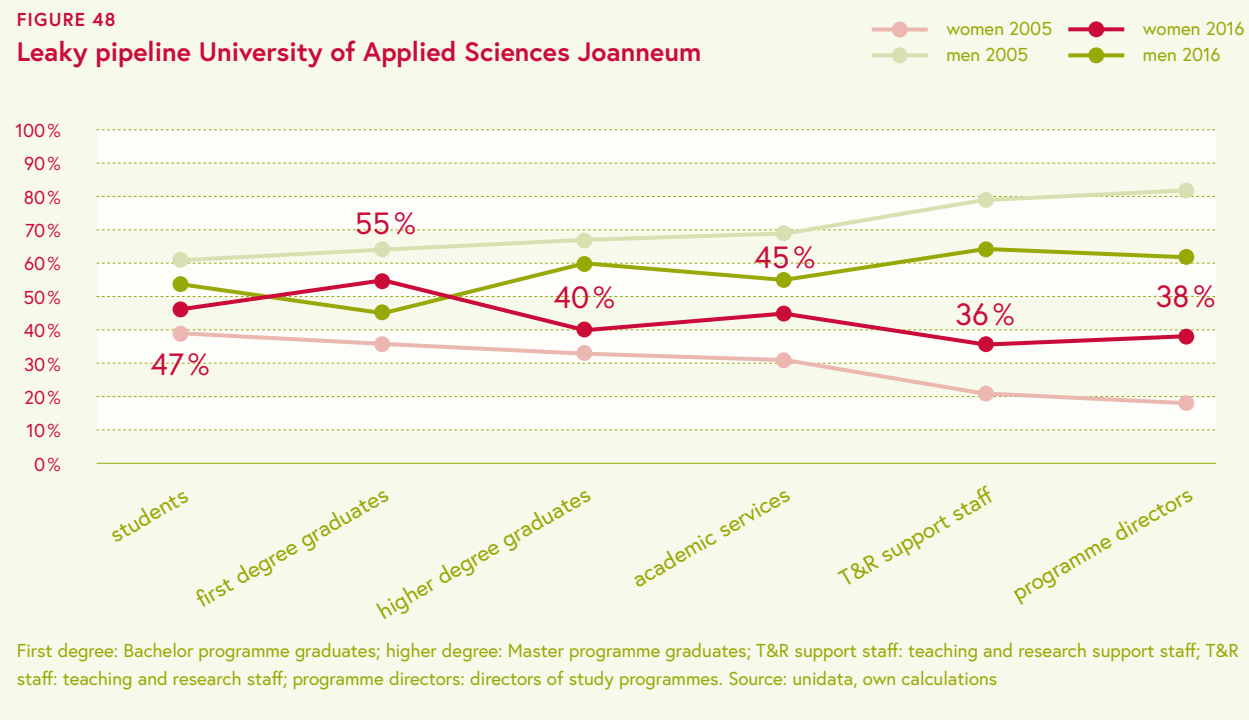
#### 4.7 University of Applied Sciences Joanneum

With 1,440 teaching staff and around 4,300 students, the University of Applied Sciences Joanneum in Graz (Fachhochschule Joanneum / FH Joanneum) is one of Austria’s larger universities of applied sciences. It offers a range of study programmes in technology, engineering, health, business and media.

At FH Joanneum, the share of women lies at 47% for students and 55% for first degree graduates but falls to 40% for higher degree graduates, 36% for teaching staff and 38% for programme directors. From 2005 to 2016, the share of women at the university rose at all levels and even doubled for programme directors. The expansion in its staff numbers has thus also been utilised to increase the share of women.



**FIGURE 48**  
**Leaky pipeline University of Applied Sciences Joanneum**



Despite the above-average share of female programme directors, women remain in the clear minority in other management positions. The management team is made up of six men and one woman, and both managing directors are men. Women account for 29% of board members.

Gender and/or diversity studies are only a compulsory element in one of the university's 47 degree programmes (MA in Public Communication; "Gender and Diversity" module). The BA in Social Work offers an elective module in "Social Work with People with Disabilities".

Gender and diversity are the topic of a number of research projects at FH Joanneum. These include the EU-funded WINGS project (2014–2016), which is coordinated by the university, seeks to encourage greater networking among female entrepreneurs in the EU and provides innovative learning and training tools.<sup>16</sup> In the diversity context, its research focuses above all on disabilities, e.g. in the ways4all<sup>17</sup> project series (2008–2014), which was also coordinated by FH Joanneum. The four projects in this series were designed to help blind people use public transport with the assistance of mobile phone technologies. A current EU-funded (Erasmus+) research project, AtLETyC,<sup>18</sup> runs from 2016 to 2018 and focuses on entrepreneurship and career paths for top athletes with and without disabilities after their sporting careers. The project has developed a dual, post-secondary training program which allows athletes to acquire entrepreneurial skills while they are still actively pursuing their sporting careers.

<sup>16</sup> <http://www.wings-network.eu/en>

<sup>17</sup> <https://www.fh-joanneum.at/en/projekt/ways4all/>

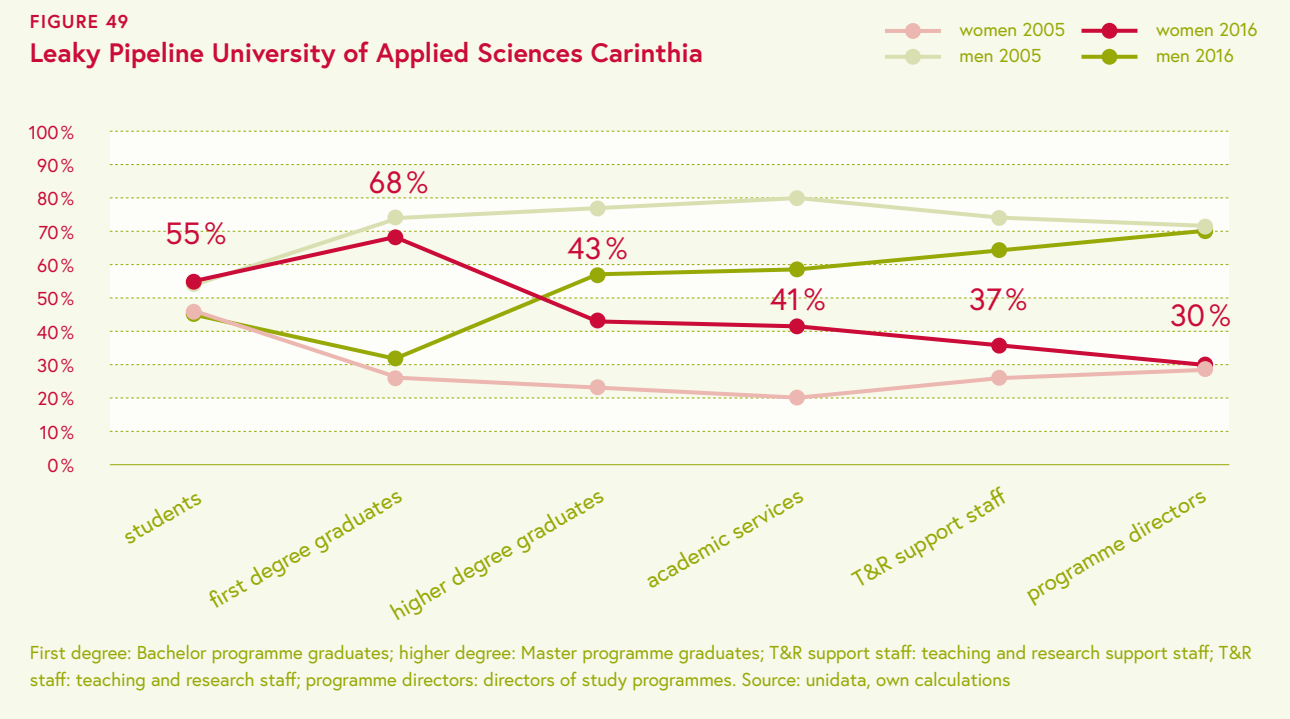
<sup>18</sup> <https://www.fh-joanneum.at/en/projekt/atletyc-athletes-learning-entrepreneurship/>

FH Joanneum commits itself in its mission statement to "cultural diversity, an international outlook and an interdisciplinary approach". To support this commitment, it has established an Equality and Diversity Department, which supports the management team in implementing gender mainstreaming and diversity management and is responsible for promoting queer studies.

#### 4.8 University of Applied Sciences Carinthia

The University of Applied Sciences Carinthia (Fachhochschule Kärnten / CUAS) offers degree programmes in technology, engineering, business and health sciences for around 2,300 students and employs a total of 661 teaching staff. Women are marginally overrepresented in the student body (55%) and form the clear majority of first degree graduates (more than two thirds). The share of women drops to 43% for higher degree graduates, falls even further for teaching staff and finally lands at 30% for programme directors. Noteworthy is the fact that the share of women among students and first degree graduates has risen appreciably. It has also risen for teaching staff but remained constant for programme directors. In other words, although the number of female programme directors has doubled, this did not produce a corresponding increase in the share of women in this role.

**FIGURE 49**  
**Leaky Pipeline University of Applied Sciences Carinthia**



Women are not only underrepresented among programme directors: the management team and rectorate at CUAS are also headed by men. The share of women on the board lies at 21%.

CUAS offers a total of 39 study programmes, including one with a specific gender and diversity focus, namely the BA in Disability & Diversity Studies. Seven other study programmes at the university include gender and/or diversity modules (BSc in Occupational Therapy, BA in Social Work, BSc in Speech and Language Therapy, MA in Social Work, MA in International Business Management; academic courses in Career Orientation and Labour Market Integration, Regional Integration Management). There are currently no research projects at CUAS with a gender dimension.

CUAS has had an Officer for Equality Issues since 2016. This person serves as the point of contact in matters relating to disabilities, chronic illnesses, gender, age, ethnicity, religion, beliefs, social background or sexual orientation for students and staff as well as for external parties and multipliers. All CUAS sites have a contact person for equal opportunities.

CUAS does not refer specifically to gender or diversity in its mission statement but does refer to the topic of compatibility. It received basic Audit universityandfamily certification in 2014 and was re-certified in 2017. Family-friendly measures in place at the university include efforts to improve the compatibility of its part-time degrees with family/care commitments, the expansion of its blended learning options and the creation of a system to manage career breaks (including sabbaticals). CUAS has also introduced measures to promote health, such as fitness courses in the workplace, relaxation zones and healthy menus.

#### 4.9 University of Applied Sciences Kufstein

With 420 teaching staff and around 1,750 students, the University of Applied Sciences Kufstein (Fachhochschule Kufstein/FH Kufstein) is one of the smaller universities of applied sciences in Austria. Women form the slight majority of students (53%) and first degree graduates (56%), while their share falls appreciably from higher degree graduate level onwards. 44% of the latter and only a quarter of lecturers at the university are women. Women are also clearly underrepresented in management roles: the share of female programme directors lies at 10%, while both the managing director and the chairman of the board are men. Only four of the 18 board members are women (share of women: 22%).

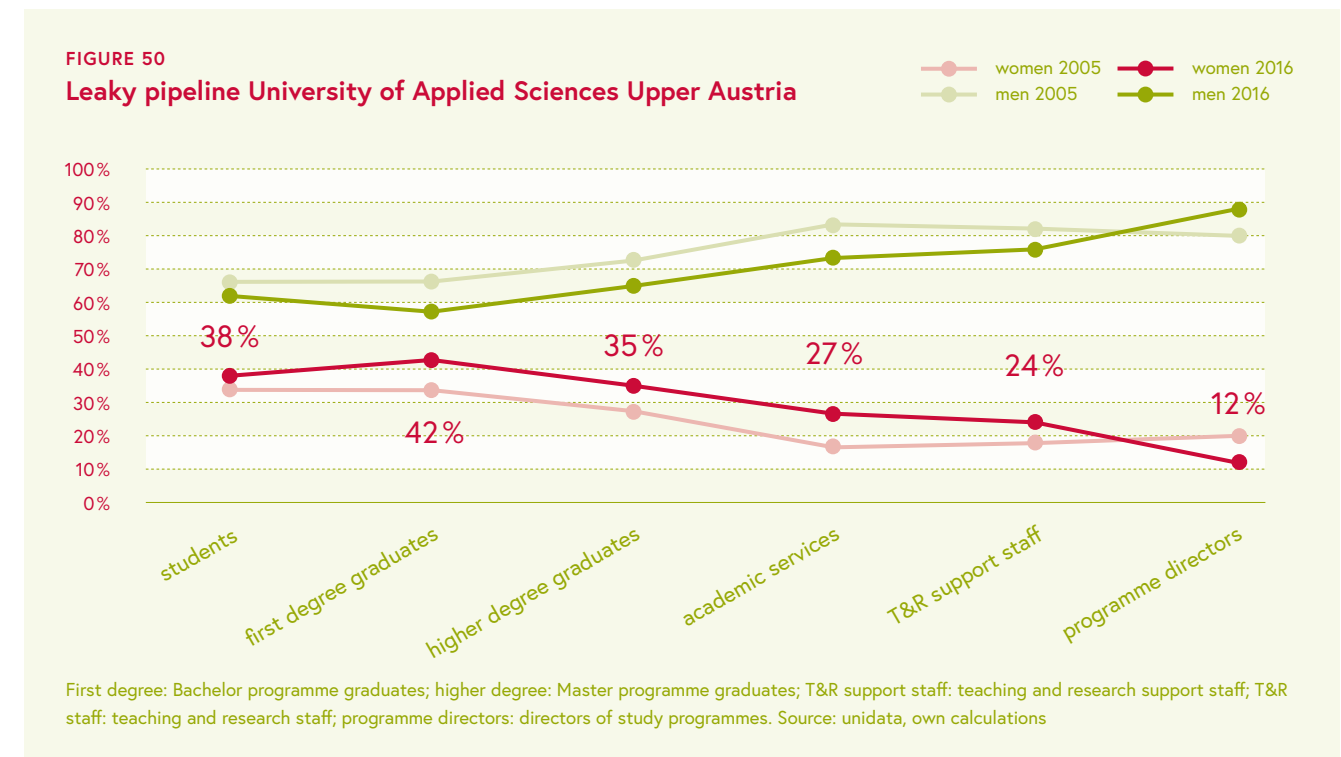
FH Kufstein is committed to equal opportunities, diversity and interculturality. It has an extensive international network and strives both to equip its staff with competence in diversity and to incorporate the gender and diversity dimensions into its teaching and research. However, none of its degree programmes include a dedicated gender and/or diversity module.

The university received basic Audit universityandfamily certification in 2012 and was successfully re-audited in 2015. Family-friendly measures at the university include a career break management system, the acceptance of care commitments as grounds

for missing lectures and the establishment of a contact point for matters relating to the compatibility of study/career and family commitments.

#### 4.10 University of Applied Sciences Upper Austria

With 1,578 teaching staff and around 5,700 students, the University of Applied Sciences Upper Austria (Fachhochschule Oberösterreich Studien-GmbH/FH Upper Austria) is one of the largest universities of its kind in Austria. It offers a range of primarily technical and engineering degree programmes and has a leaky pipeline that is typical of the engineering sector: women are underrepresented at all levels. Women make up 38% of students, 42% of first degree graduates and 35% of higher degree graduates. Their share falls to 24% among teaching staff and just 12% among programme directors. While the share of female students, graduates and teaching staff rose from 2005 to 2016, its share of female programme directors fell in the same period from 20% to 12%. In other words, the expansion of the university did not go hand-in-hand with an increase in its share of female programme directors. In actual terms, the number of programme directors rose from 25 in the 2004/2005 academic year to 34 in the 2015/2016 academic year.



The executive management team at FH Upper Austria are both chaired by men. Women account for 22% of the members of the board.

Three of the 60 degree programmes offered at FH Upper Austria include compulsory ethics, gender and/or diversity modules (MSc in Digital Business Management, MSc in Integrated Care Systems, MSc in Intercultural Care Management). The university's website describes an ongoing research project with a diversity focus. Co-funded by the EU through the Erasmus+ programme, the Enhance IDM! (Enhanced Programme Leadership for Inclusion and Diversity Management in Higher Education) project is developing a set of tools and training materials to help programme directors at higher education establishments improve their competence in diversity and raise awareness of the topic of diversity among their staff and at their institution in general.<sup>19</sup>

Neither gender nor diversity are explicitly mentioned in FH Upper Austria's mission statement. However, it did sign the Austrian Diversity Charter in 2012 and thus demonstrates its clear commitment to the promotion of diversity. It also has a dedicated Gender and Diversity Management Conference, whose goal is to ensure that the vision of diversity as a valuable resource within all university-related processes and structures becomes lived reality.<sup>20</sup>

The Gender and Diversity Management Conference, which is composed of a chairwoman, ten committee members and one administrative assistant, advises and makes recommendations to the university's executive management team and staff in all matters relating to diversity, gender equality, equal opportunities and gender mainstreaming. It also serves to bring together a network of corresponding experts, develops concrete measures and functions as the point of contact in cases of discrimination. Since 2015, the committee has organised an annual Diversity Day with presentations, a panel discussion and a photography competition. It also publishes an annual Diversity Yearbook to report on the university's activities in the fields of gender and diversity.

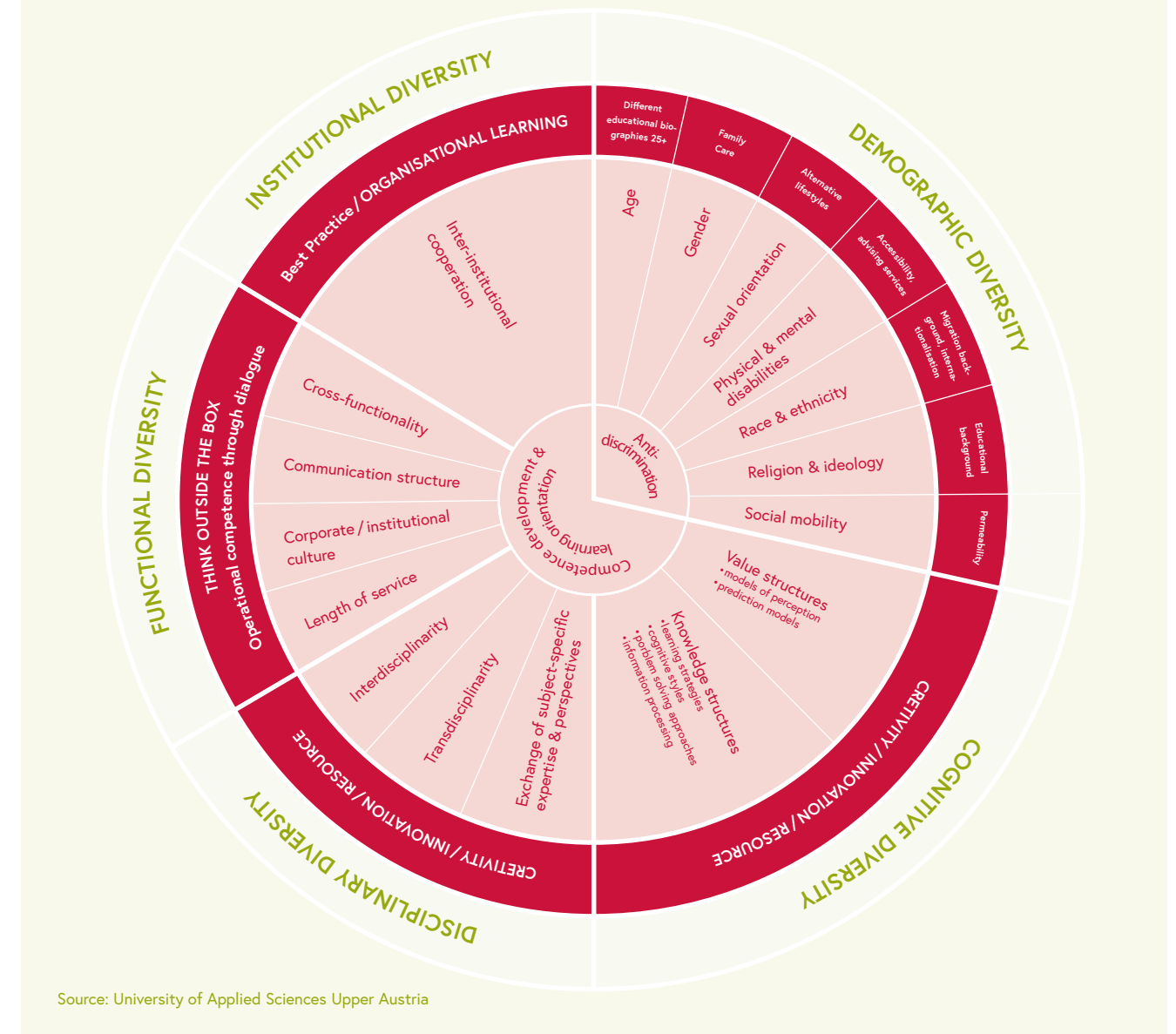
In 2016, FH Upper Austria received the Diversitas Award for its innovative Holistic Implementation of Diversity Management at the University of Applied Sciences Upper Austria based on the HEAD Wheel research project (BMFW 2017: 23).



### HEAD Wheel

FH Upper Austria developed its so-called HEAD Wheel (Higher Education Awareness for Diversity) as a managerial tool for analysing the status quo of diversity in a higher education institution. The HEAD Wheel provides managers of such institutions with a holistic view of their respective organisations from a diversity perspective. It is split into five different segments that are each of relevance to higher education managers, namely demographic diversity, cognitive diversity, disciplinary diversity, functional diversity and institutional diversity. The HEAD Wheel also serves to assist higher education managers in coordinating and consolidating previous diversity measures as well as in identifying corresponding "blind spots" (cf. Gaisch, Aichinger 2016).

FIGURE 51  
HEAD Wheel based on Gaisch, Aichinger (2016)



FH Upper Austria has held basic Audit university and family certification since 2016. It is using the audit results to analyse and further improve the levels of sensitivity to and awareness of family-friendliness in its organisation. Family-friendly measures planned or in place at the university include flexible study options, the expansion of its virtual teaching and learning platforms (blended e-Learning) and the establishment of a dedicated F(h)amily OÖ family project group.

19 FH Upper Austria is carrying out the "Enhance IDM!" project in cooperation with Birmingham City University in the UK, the University of Technology, Arts, Sciences (TH Köln) in Cologne, Germany and the Laurea University of Applied Sciences in Uusimaa, Finland.  
20 <https://www.fh-ooe.at/en/gender-diversity/>

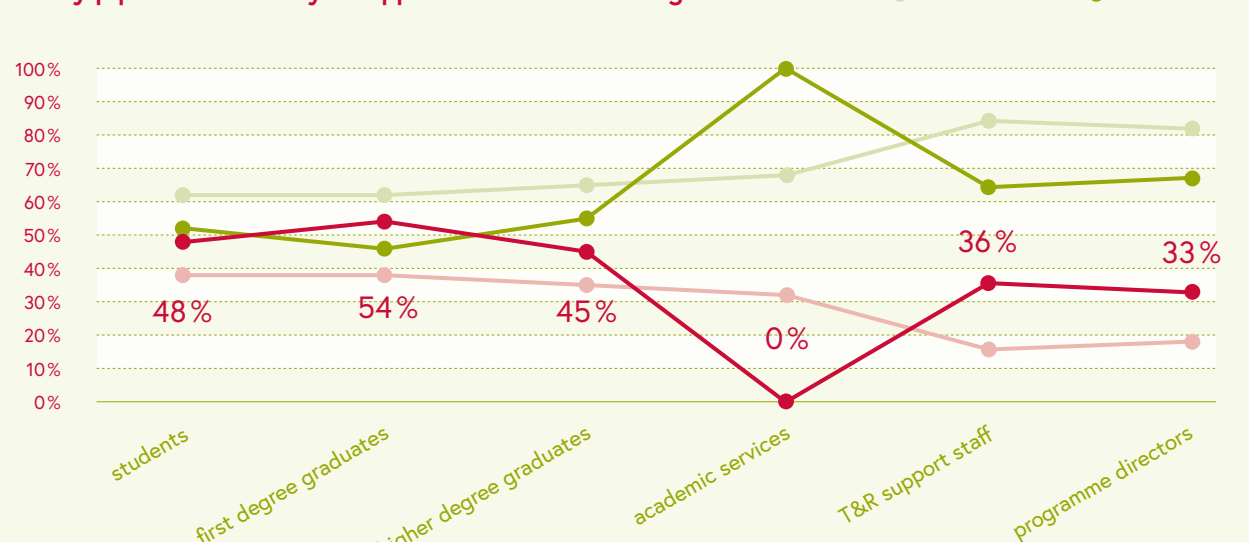


## 4.11 University of Applied Sciences Salzburg

The University of Applied Sciences Salzburg (Fachhochschule Salzburg / FH Salzburg) offers study programmes in engineering, design, business and social sciences, media, arts and health sciences. It employs a total of 1,032 teaching staff and has around 2,900 students. The student gender ratio is fairly balanced, while women are slightly overrepresented among first degree graduates (54%) and underrepresented among higher degree graduates (45%). The share of women among teaching staff and programme directors lies at around one third. In recent years, the share of women has risen at all levels. The expansion in the total number of teaching staff (which has more than trebled compared to the 2004/2005 academic year) has thus also been utilised to raise the share of female teaching staff.

FIGURE 52

### Leaky pipeline University of Applied Sciences Salzburg



First degree: Bachelor programme graduates; higher degree: Master programme graduates; T&R support staff: teaching and research support staff; T&R staff: teaching and research staff; programme directors: directors of study programmes. Source: unidata, own calculations

The executive management team at FH Salzburg is made up of one woman and one man, while all members of the rectorate (the rector and two vice-rectors) and the chairman of the board are men. Women make up 22% of board members.

Neither gender nor diversity are explicitly mentioned in FH Salzburg's mission statement or vision, i.e. it does not have a specific gender and / or diversity strategy. Nonetheless, gender and diversity do feature in some of its curricula. Three of its 27 degree programmes have compulsory modules with a gender or diversity focus. The BA in Social Work includes three modules ("Dimensions of Diversity and Intersectionality", "Fundamentals

of Diversity and Intersectionality", "Gender, Migration and Transcultural Studies"). The MA in Social Innovation includes a module on "Diversity and Intersectionality". The MSc in Salutophysiology for Midwives has a module on "Images of Women and Body Images". The training programmes offered to university staff include courses in barrier-free accessibility and gender- and diversity-sensitive didactics.

FH Salzburg currently has one research project with a gender focus, namely the scientific monitoring and evaluation of the regional healthcare project Salzburger Frauenherzen bewegen sich anders ("Women's hearts beat differently in Salzburg"). The project aims to develop health-promoting strategies for women in the 50–75-year-old age group and establish corresponding networks between local associations, healthcare providers and women's groups.

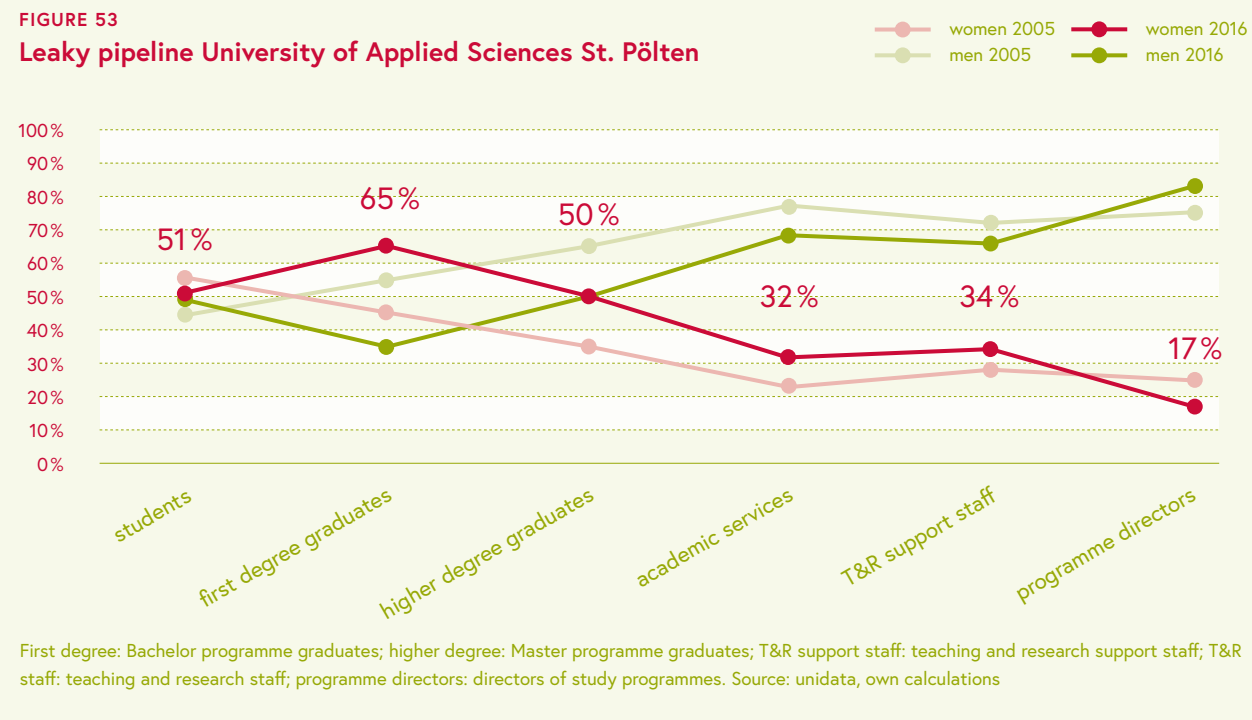
FH Salzburg has two voluntary Gender and Diversity Officers, who serve as the points of contact for students with disabilities or chronic illnesses as well as for programme directors and the members of the rectorate in matters relating to diversity and the implementation of diversity measures in university didactics and teaching. They also serve as the points of contact for staff, students and prospective students in matters relating to gender equality and discrimination.

FH Salzburg received basic Audit universityandfamily certification in 2013 and was re-certified in 2016. It strives to improve the compatibility of career / study and family commitments for its existing and future members of staff and students. Its focus thereby lies on providing information services for students with care commitments, sensitising managers to this topic and establishing an effective career break management system.

## 4.12 University of Applied Sciences St. Pölten

The University of Applied Sciences St. Pölten (Fachhochschule St. Pölten / FH St. Pölten) offers study programmes in media, digital technologies, rail technology and mobility, health sciences and social sciences. It caters to around 2,350 students and employs 762 teaching staff. The gender ratio is balanced among students, but women are far more strongly represented among first degree graduates than men (share of women: 65%). The gender balance is restored again for higher degree graduates. Women make up around one third of teaching staff but only 17% of programme directors. In contrast to the overall trend for universities of applied sciences, the share of female programme directors at FH St. Pölten has in fact fallen in comparison to 2004/2005, despite the clear increase in the total number of programme directors (from four to twelve). Teaching and research staff numbers at the university have also more than trebled in recent years. However, this potential has only been partially utilised to raise the share of female teaching staff.

**FIGURE 53**  
**Leaky pipeline University of Applied Sciences St. Pölten**



The management team at FH St. Pölten is made up of one woman and one man, and the board is chaired by a woman. The share of women on the board corresponds to the share of female teaching staff (one third).

The gender dimension is present in various areas of teaching and research at FH St. Pölten. Two of its 21 study programmes have specific gender studies courses: the BA in Social Work includes a “Diversity and Society” module, while the Diploma in Rail Technology and Management of Railway Systems has a module in “Knowledge and Diversity Management”. Research at its Ilse Arlt Institute for Social Inclusion Research focuses among other things on participation, diversity and democracy. The FEMtech-funded research project Gender-sensitive multisensory rail vehicle<sup>21</sup> aims to develop a set of criteria to raise the appeal of public transport, with particular emphasis on the gender-sensitive design of rail vehicles. Based on analyses of layout and comfort perceptions and preferences as well as extensive surveys of passenger behaviour, needs and current complaints, the project is identifying measures to optimize the interior design of rail vehicles.

In its mission statement, FH St. Pölten states its commitment to equal opportunities, gender equality and diversity in teams. It initiates and supports innovative projects in the fields of gender mainstreaming, advancement of women and diversity management. It encourages mixed teams and consciously draws in its projects and cooperation activities on the diverse competences of its staff in different areas. To support the implementation of gender mainstreaming and diversity management, the university has

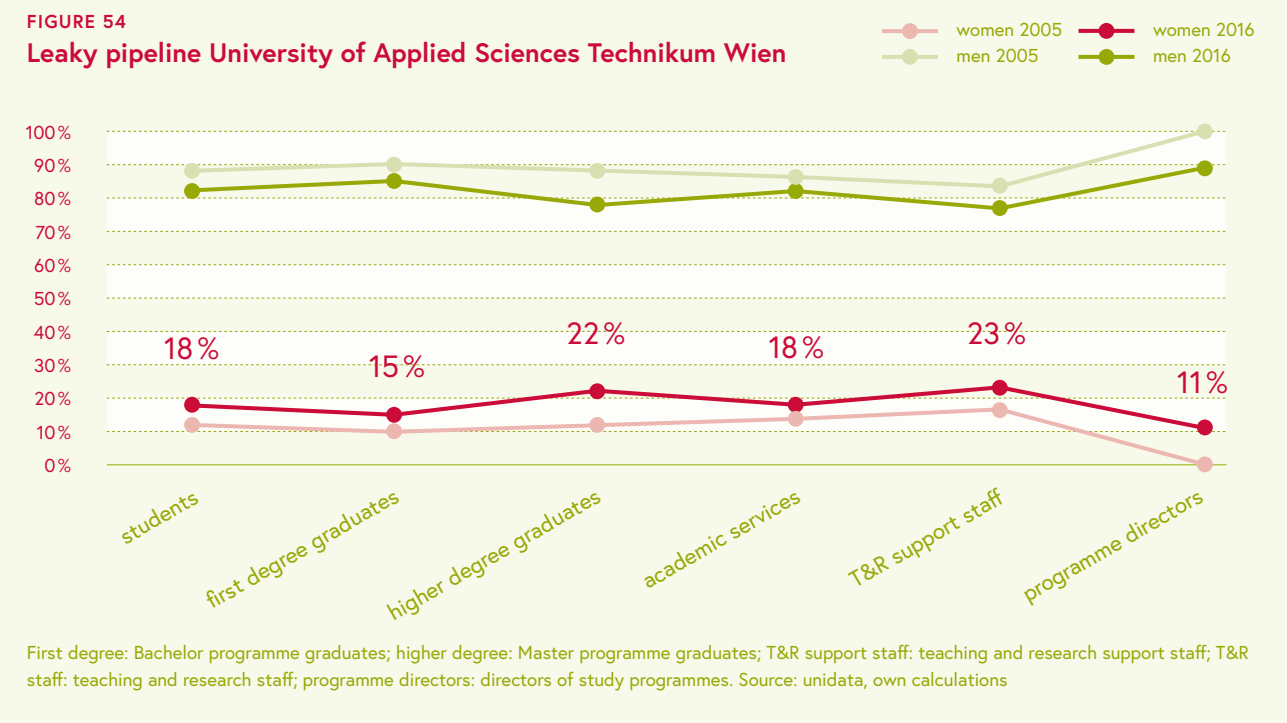
<sup>21</sup> <https://www.fhstp.ac.at/en/research/projects-1/gender-sensitive-multisensory-rail-vehicle>

appointed a Gender, Equality and Diversity Officer, who organises awareness measures, develops language guidelines, etc. In May 2017, the university organised its first Diversity Day symposium, where the results of a diversity check of the university by students on its BA in Social Work programme were presented and discussed. A second such Diversity Day is planned in 2018. Also in 2017, the university hosted the Women in Leadership Talks as a further measure to raise awareness of gender and diversity. At this event, successful women from various sectors of science and industry discussed the challenges that women face in their careers.

### 4.13 University of Applied Sciences Technikum Wien

With around 1,000 teaching staff and 4,000 students, the University of Applied Sciences Technikum Wien (Fachhochschule Technikum Wien / FH Technikum Wien) in Vienna is one of the largest universities of applied sciences in Austria. It offers study programmes in engineering and technical disciplines and has a leaky pipeline that is typical of technical universities. The share of women lies at 18% for students, 15% for first degree graduates and 22% for higher degree graduates. The share of female teaching staff lies at 23%, while two of the 18 study programmes offered at the university have female programme directors. From 2005 to 2016, the share of women at the university rose slightly in all areas. However, its total number of teaching staff more than trebled in the same period, i.e. the potential here was not utilised to raise the share of women.

**FIGURE 54**  
**Leaky pipeline University of Applied Sciences Technikum Wien**





## Gender Mainstreaming & Managing Diversity

Experience at FH Technikum Wien shows that the development, implementation and evaluation of a gender mainstreaming and managing diversity strategy is a complex process that takes several years. Diversity is seen at the university to be multidimensional and intersectional. Accordingly, the starting point for the development of its diversity strategy was an analysis of the status quo to reveal its diversity and intersectionalities (e.g. gender and education background). Existing measures were also checked to identify synergies and any need for action. The results of the analysis were then used to design and develop an evidence-based diversity strategy that was backed by the executive management team and included goals in five action fields:

1. Establishment of the required structures for sustainable implementation of the strategy.
2. Sensitisation to and promotion of diversity competences for all staff and students.
3. Implementation of gender mainstreaming and activities to advance women.
4. Promotion of diversity and encouragement of potential.
5. Equality and equal opportunities.

In the course of the process, responsibility for gender equality and diversity was integrated into the university's organisational structure through the appointment of a Gender Mainstreaming Officer (20 hours per week) and Managing Diversity Officer (30 hours per week), each reporting to the executive management team and rectorate. A gender management think tank and a diversity working group with representatives of all departments were also established. The next stage was to design measures for different areas. In the HR Department, for instance, these included targeted recruiting activities or the introduction of parental leave models, a paternity leave option and coaching. In the International Department, measures were introduced to assist with mobility, a buddy system was developed for incoming students and training courses in intercultural competence and diversity were introduced. In the teaching and research sectors, best practice guidelines for project submissions were developed, a diversity-related methods portal was introduced, and sensitivity training was provided to teaching staff and researchers. The evaluation of the strategy begun in 2016 shows that 80% of the planned measures have already been implemented.

The executive management team at FH Technikum Wien is made up of one woman and one man. All members of the rectorate are men, while women make up 33% of the members of the board.

The university deploys a range of measures to try to increase its share of female students, including participation in Vienna's Take your Daughters to Work Day and the FiT—Females in Technology initiatives as well as cooperation activities with schools (e.g. with the Hertha Firnberg Schools through their courses in "Communication and Media Design").

None of FH Technikum Wien's 31 study programmes has a module with a gender focus. However, it does offer a general elective course in this area ("Success as a Woman in Management—What You Need to Know").

The university has set up a Gender & Diversity research platform<sup>22</sup> to support the integration of gender and diversity into research. It also strives to ensure that these aspects are evident in the composition of its research teams and projects. A concrete example of diversity-related research at the university is the EU-ASCIN (European Academic Smart Cities Network) project sponsored by the City of Vienna, which focuses on smart cities and thus on diversity and societal change. In addition to its participation in the ASCIN network, the sub-areas of smart cities—smart energy, smart environment and smart mobility—are being increasingly incorporated into curricula at FH Technikum Wien and at its international university partners.

In 2016, FH Technikum Wien was recognised with the Diversitas Award for its systematic implementation of diversity management (BMWFV 2017: 14f.).

In 2014, FH Technikum Wien received basic Audit universityandfamily certification and was successfully re-audited in 2017. Compatibility measures that have been introduced at the university include the possibility to take leave to care for close relatives without verification of residency in the household, the inclusion of a month's parental leave for students in the exam regulations, the expansion of existing childcare facilities and the creation of an advisory and information service for foreign researchers and teaching staff with long-term contracts (Dual Career Network).

<sup>22</sup> <https://www.technikum-wien.at/node/2954/> (in German).

## 4.14 University of Applied Sciences Vorarlberg

The University of Applied Sciences Vorarlberg (Fachhochschule Vorarlberg/FH Vorarlberg) offers a total of 19 study programmes in business, engineering, technology, design and the social and health sciences. It has 608 teaching staff and around 1,300 students.

Women make up around 40% of students and graduates at FH Vorarlberg. The share of women falls from this level onwards: only one fifth of teaching staff and one in eight of the university's programme directors are women. This situation has not really changed since the 2004/2005 academic year. In fact, the share of female programme directors has fallen: in the 2004/2005 academic year the university had a total of five programme directors, one of whom was a woman; in the 2015/2016 academic year, it had eight programme directors, again only one of whom was female. Overall, the expansion in personnel has not been utilised to increase the share of women among teaching staff and programme directors.

FH Vorarlberg is managed by a man, while the rectorate is chaired by a woman. The share of women on the university board lies at 28% and thus marginally above the share of female teaching staff.

Of the 19 study programmes offered at FH Vorarlberg, three include modules in gender studies or diversity: the BA and MA in Social Work and the MSc in Mechatronics. The university has a dedicated diversity unit with a team of eleven people, which provides students and staff with advice on gender, diversity and equal opportunities topics as well as corresponding support with courses and final year papers. It also organises workshops and presentations on gender and diversity competence and initiates projects to raise awareness.

FH Vorarlberg received basic Audit universityandfamily in 2014 and was re-certified in 2017. Its goal from a compatibility perspective is to personalise the support provided to students and staff to fit their actual needs. Core measures in this regard include the expansion of its e-Learning options, awareness-raising initiatives for staff and support for management staff working on a part-time basis.

## 4.15 University of Applied Sciences Wiener Neustadt

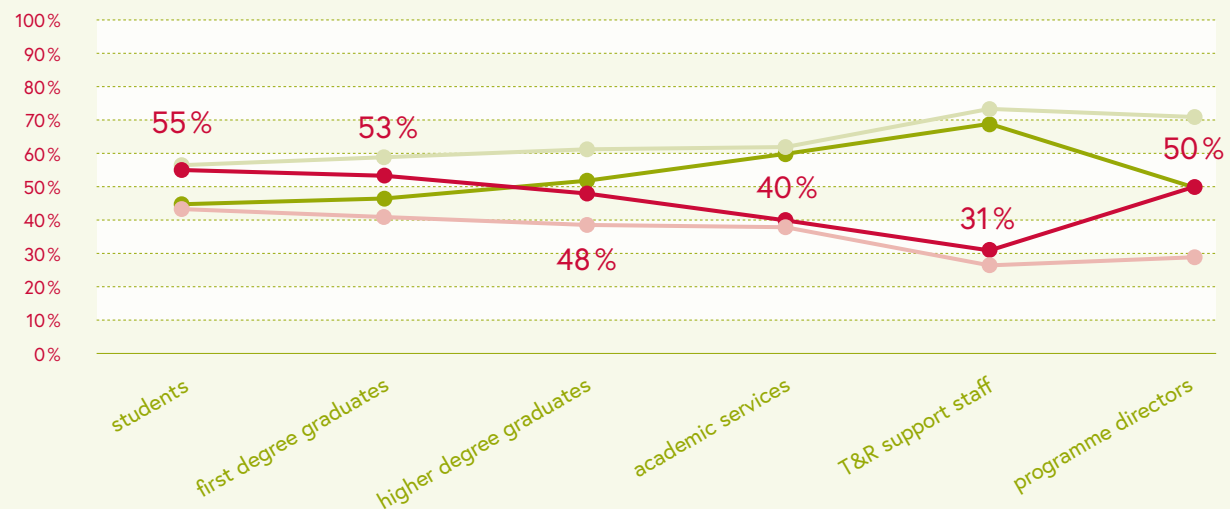
The University of Applied Sciences Wiener Neustadt (Fachhochschule Wiener Neustadt/FH Wiener Neustadt) affirms its commitment to diversity in its mission statement and views people with diverse personal and career histories as an enrichment for the university. It signed the Austrian Diversity Charter in 2017.

With 1,159 teaching staff and around 3,600 students, FH Wiener Neustadt is one of Austria's larger universities of applied sciences. Women are slightly overrepresented among students (55%) and first degree graduates (53%) and marginally underrepresented



among higher degree graduates (48%). 31% of teaching staff are women. While its leaky pipeline remains typical up to teaching staff level, it then closes as a result of the gender parity among programme directors. In the period from 2005 to 2016, the share of women rose significantly among students, remained constant for teaching staff and rose again appreciably for programme directors (from 28% to 50%).

**FIGURE 55**  
**Leaky pipeline University of Applied Sciences Wiener Neustadt**



First degree: Bachelor programme graduates; higher degree: Master programme graduates; T&R support staff: teaching and research support staff; T&R staff: teaching and research staff; programme directors: directors of study programmes. Source: unidata, own calculations

The managing director and the chairman of the board at the university are both men. Despite its high share of female programme directors, only 28% of the members of the board are women.

The gender dimension is not explicitly addressed in teaching or research at FH Wiener Neustadt. None of its 47 study programmes have a module with a gender focus.

Similarly, the university's website does not provide any details of a contact person or unit for gender equality or diversity. However, the university does offer coaching to students (including advice on how to combine study/career and family commitments) to support diversity.

FH Wiener Neustadt received basic Audit university and family certification in 2017. It aims to support the compatibility of career/study and family commitments through the use of personalised, case-by-case solutions such as flexible working hours models, assistance for care providers or active support for staff returning to work or on parental leave. It has also introduced measures to raise awareness of this issue among managers and expanded its blended learning options.

## 4.16 Ferdinand Porsche Fern FH

With 700 students and 158 teaching staff, the Ferdinand Porsche Fern FH (Fachhochschule Ferdinand Porsche Fern FH GmbH) is a distance learning university and one of Austria's smaller universities. It has a balanced ratio of female and male students (each 50%) and also a fairly balanced gender ratio among teaching staff (share of women: 47%). Its five degree courses are directed by two women and three men. Both the managing director and the chairman of the board are men. The share of women on the board lies at 61% and is thus significantly higher than the share of women among teaching staff.

The Ferdinand Porsche Fern FH commits itself in its mission statement to the promotion of diversity and has two Gender and Diversity Officers. These serve as points of contact for matters relating to diversity and advise staff and students on gender and diversity aspects in research projects, project submissions and theses. They are also involved in recruitment and appointment procedures to prevent discrimination based on gender, age, ethnicity, sexual orientation, marital status, religion, beliefs or disabilities.

The Ferdinand Porsche Fern FH offers an online Gender and Diversity Competence Development workshop for all its lecturers and staff to provide them with practical insights into key aspects of gender and diversity management. It also has a Diversity Management in Enterprises research programme that focuses on how enterprises deal with diversity in their workforce and client base (e.g. in terms of gender, age, disabilities, etc.). The research conducted in the programme looks at diversity from an HR (recruitment, staff development, mentoring, etc.) and a marketing/market research perspective. Another current research project at the university is ICare—Integrating Technology into Mental Health Care in Europe<sup>23</sup>. Funded by the EU's H2020 programme, ICare seeks to establish a comprehensive care delivery model to promote mental health using an online platform and interventions to prevent, identify and treat common mental illnesses.

Two of the five study programmes offered at the Ferdinand Porsche Fern FH include modules on diversity and/or diversity management, namely the BA in Aging Services Management (compulsory module) and the BA in Business Studies and Business Psychology (elective module).

The Ferdinand Porsche Fern FH received basic Audit university and family certification in 2017 and regards flexibility in degree management and personalised work models for staff and lecturers as central factors for ensuring the compatibility of career/study and family commitments. Accordingly, it is working to develop even more flexible teaching methods and expand its current "Mobile Working" guidelines.

<sup>23</sup> <https://www.icare-online.eu/en/icare.html>



### Online Diversity Workshop

The Ferdinand Porsche Fern FH's Online Diversity Workshop is targeted at university staff, lecturers and students with no prior know-how in diversity. The six-week (22 hours) course comprises six distance learning modules (reading, tests, exercises, assignments, discussion and reflection units). Its goal is to provide participants with solid insights into the theory and practice of gender and diversity management. The course material covers relevant theories, terminology and facts relating to the various dimensions of diversity as well as the legal frameworks covering equal opportunities and non-discrimination. The participants are thus empowered to recognise and deal with diversity-related challenges in their own work/life situations. Participants who successfully complete all online tests, submit their final reflection papers and complete the exercises in three of the six modules receive a corresponding diversity competence certificate.

#### 4.17 Health University of Applied Sciences Tyrol

Founded in 2007, the Health University of Applied Sciences Tyrol (FHG-Zentrum für Gesundheitsberufe Tirol GmbH/FHG) has 262 teaching staff and 392 students. It focuses on study programmes for the health professions and is one of Austria's smaller universities of applied sciences. Women dominate among students (81%) and graduates (84%), while the share of women drops to 56% for teaching staff and 57% for programme directors. The executive management team is made up of one woman and one man, who also head the board. The share of women on the board is well above the average at 88%.

Seven of the nine Bachelor programmes at the university include a module on "Gender, Diversity and Ethics". Half of its Master programmes and two of its 17 academic courses also have a gender-related module. The gender dimension is anchored as an interdisciplinary element in all three of the university's research focus areas ("Health Promotion and Prevention", "Quality Management" and "Health Equity"). Many of its research projects are carried out in cooperation with the Centre for Women's Health at Innsbruck University of Medicine. Focus topics in research at the Health University of Applied Sciences Tyrol include "Violence and Sexuality in Patients" or the "Compatibility of Career/Family".

The university is committed to promoting equal opportunities regardless of a person's gender, age, religion, ethnicity, sexual orientation or socioeconomic background. It strives to provide a study and work environment that recognises diversity and different life circumstances and views them as an enrichment. This applies especially for students with health impairments or disabilities. It has a Gender and Diversity Officer, who provides advice to students and staff and serves as contact person for gender and diversity aspects in teaching or research.

#### 4.18 University of Applied Sciences for Management and Communication

With 907 teaching staff and 2,750 students, the University of Applied Sciences for Management and Communication (Fachhochschule Wien der WKW/FHWien der WKW) is located in Vienna, is one of Austria's larger universities of applied sciences and offers study programmes in business, management and communication. Women make up around 60% of its students and graduates but only one third of its teaching staff and programme directors. In recent years, the share of women has risen from around 50% to 60% among students and from 30% to 35% among teaching staff. The share of female programme directors has remained unchanged. The university has a male managing director, while the board is chaired by a woman. The share of women on the board lies at 44%.

The gender dimension features in three of FHWien der WKW's 17 study programmes but not in its research activities. The BA in Human Resources & Organisation includes a module on "Intercultural & Diversity Management", the BA in Journalism & Media Management has a sub-module on "Gender & Diversity" and the MA in Marketing & Sales Management features a sub-module on "Intercultural Skills & Diversity Management".

FHWien der WKW affirms its commitment to diversity in its mission statement and places particular emphasis thereby on interculturality. It has also signed the Austrian Diversity Charter.<sup>24</sup> The university has an Officer for Gender, Diversity and Disability and a Working Group for Gender and Diversity Measures established by the board. It received basic Audit university and family in 2012 (re-certified in 2015) and has been a member of the Unternehmen für Familien ("Enterprises for Families") network since 2016. The compatibility of career/study and care commitments is achieved at the university primarily through flexible working hours and work locations. It has also established a career/study break management system for staff and students and strives to raise awareness of the compatibility issue (e.g. by including it as a topic in staff appraisals, providing information and offering coaching for students and staff).

#### 4.19 IMC University of Applied Sciences Krems

The IMC University of Applied Sciences Krems (Fachhochschule IMC Krems/IMC Krems) offers study programmes for the health professions. It employs a total of 614 teaching staff and caters to around 2,700 students. Over two thirds of its students and graduates are women. However, the share of women falls to 43% for teaching staff and 29% for programme directors. In comparison to the figures for the 2004/2005 academic year, the share of women at IMC Krems has risen slightly at all levels, while the total number of teaching staff has increased fivefold. The expansion in its teaching staff numbers has thus only been used to a limited extent to raise the share of women. The university's executive management team is made up of one woman and one man, while its board is chaired by a woman.

The gender dimension is only anchored in teaching and research at IMC Krems to a limited extent. Of the 27 study programmes offered, only three have a dedicated gender-related element. The MA in Management includes a module on "Diversity Management", the BA in Advanced Nursing Practice has a module on "Gender-specific Cardiovascular Diseases", while the BA in Midwifery features a compulsory "Gender Studies" module. The university's website describes a current research project with a gender element (the FEMtech-funded DNA methylation in non-small cell lung cancer and its gender-specific impact on the effectiveness of therapy).

IMC Krems is committed to supporting diversity and has a contact person at the university for gender and diversity issues. It signed the State of Lower Austria's Charta zur neuen Vereinbarkeit Eltern-Wirtschaft<sup>25</sup> ("Charter for the New Compatibility of Family and Work") in 2012 and the Austrian Diversity Charter<sup>25</sup> in 2013. Measures to ensure the compatibility of career/study and care commitments at the university include the possibility to take sabbatical leave, flexible working hours models, a parental leave management system and university-funded childcare facilities.

<sup>24</sup> <https://www.wko.at/site/Charta-der-Vielfalt/index.html> (in German).

<sup>25</sup> [http://www.no.e.gv.at/noe/Frauen/Charta\\_Elternwirtschaft.html](http://www.no.e.gv.at/noe/Frauen/Charta_Elternwirtschaft.html) (in German).

## 4.20 Lauder Business School

With 64 teaching staff and 351 students, the Lauder Business School is also one of the smaller universities of applied sciences in Austria. It offers three study programmes: a BA in Business Administration, an MA in International Management and Leadership and an MA in Banking, Finance and Compliance. The Lauder Business School affirms its commitment to diversity and gender in its mission statement. Given the high share of international students (89%) at the university, it places particular emphasis thereby on interculturality.

The gender ratio among its students is balanced, while women make up 42% of first degree graduates and 46% of higher degree graduates. The share of women among teaching staff lies at 31%. The three study programmes are headed by two men, and the managing director is likewise male. On the university board, which is chaired by two women, the share of women lies at one third.

Despite its commitment to gender equality and diversity in all areas, none of the study programmes at the Lauder Business School have a dedicated gender and/or diversity component. Similarly, none of its current research projects have a gender or diversity focus.

## 4.21 MCI Management Center Innsbruck

The MCI Management Center Innsbruck (MCI-Management Center Innsbruck GmbH/MCI) offers study programmes in business and management and describes itself as an “entrepreneurial school”. It has around 780 teaching staff and 3,000 students. The gender ratio is fairly balanced among its students and graduates, whereby the share of women falls slightly for higher degree graduates. Women are clearly underrepresented among teaching staff and programme directors. In recent years, the share of female teaching staff at MCI has fallen, while the number of female programme directors has risen to two (from zero in the 2004/2005 academic year). The managing director and chairman of the board are both men. The share of women on the board lies at 22%.

Only one of the 27 study programmes at MCI includes modules with a gender focus, namely the BA in Social Work (compulsory “Gender/Diversity Training” module and several elective modules). MCI also offers a course in Woman’s Leadership that includes a “Diversity” module. There is currently no focus on gender and diversity in research at MCI.

In its statutes, MCI states its commitment to diversity, openness, tolerance and respect with regard to staff, lecturers, students and other stakeholders and actively seeks to offer equal opportunities to all members of these groups, regardless of their gender, age, religious affiliation, disabilities, ethnicity, sexual orientation, beliefs or

social background. To support this goal, MCI has established a Working Group for Equality, Diversity and the Promotion of Women, which is made up of representatives of the management team, the board, the supervisory board and the student body as well as the Officers for Equal Opportunities and Disabilities.

## 4.22 Federal Ministry of Defence

The Austrian Federal Ministry of Defence offers a Bachelor in Military Leadership at the Theresan Military Academy in Wiener Neustadt.

With 79 teaching staff and 128 students, the Military Academy is Austria’s smallest university of applied sciences. The share of women among students and graduates lies at 3% and 4% respectively. This share rises for support staff to 23% and falls again for teaching staff to 12%. The degree course is managed by a man, and the management team is likewise a male domain. There is one female member on the board (share of women: 6%).

The Bachelor in Military Leadership includes an optional module on “Diversity Management” in the 4<sup>th</sup> semester.

There is no focus on gender or diversity in research at the Military Academy. One of its full-time lecturers is studying the topic of inclusive teaching in her own Master thesis (MA in Interdisciplinary Gender Studies at the University of Graz; submission date: end of 2018). Her goal thereby is to identify the extent to which the inclusive teaching concept is suitable for use in the Military Leadership degree programme.<sup>26</sup>

<sup>26</sup> [http://bastg.miles.ac.at/miles/\\_FuE/Projekte/219\\_FE\\_Projektexpose\\_Telsnig-Ebner.pdf?m=1516353711](http://bastg.miles.ac.at/miles/_FuE/Projekte/219_FE_Projektexpose_Telsnig-Ebner.pdf?m=1516353711) (in German).

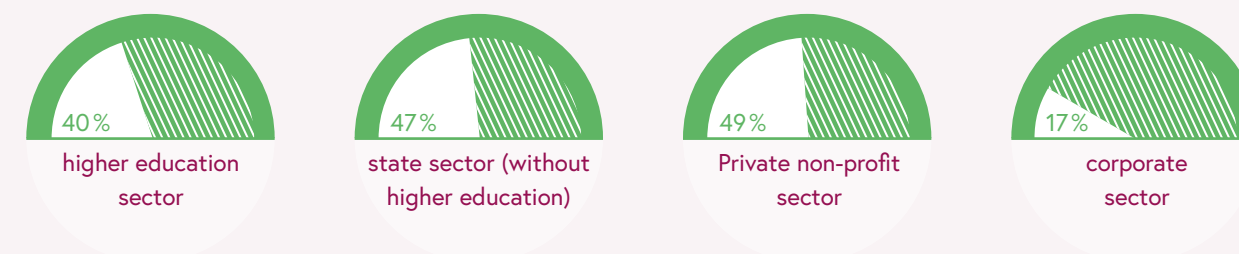


# Gender Equality at Non-University Research Organisations



A total of 78,051 scientists were employed in the field of research and experimental development in Austria in 2015. Of these, 36,699 were employed in the higher education sector (primarily at universities and universities of applied sciences). In other words, over half (53%) of all scientists in Austria are employed in non-university research organisations, i.e. in state or non-profit research institutes or in the corporate sector. While the share of women among scientists in the higher education sector lies at 40%, the gender ratios in the state and non-profit sectors are almost balanced. In the corporate sector, the share of female scientists lies at 17%.

FIGURE 56  
Share of female scientists by sector (2015)



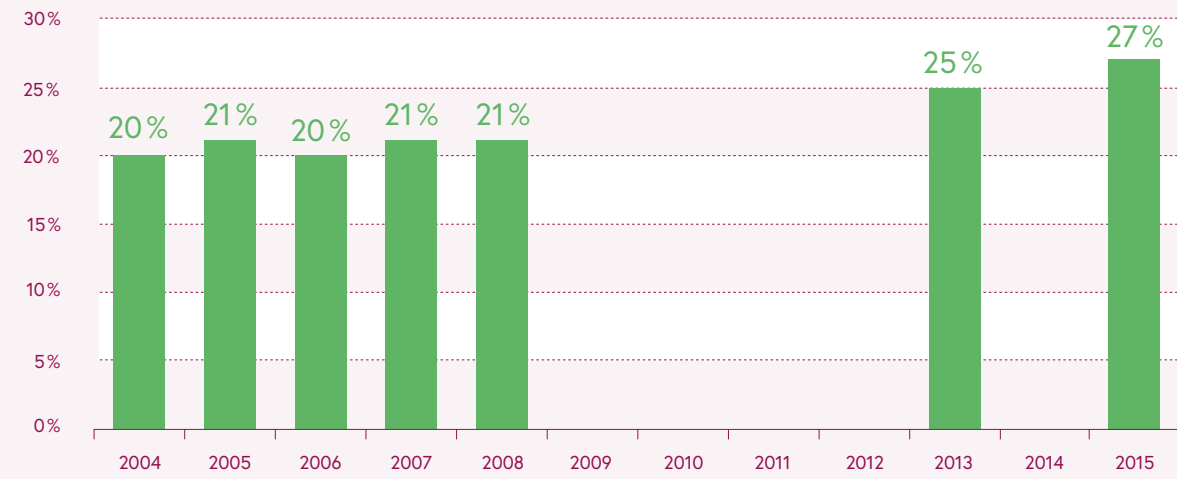
Source: Statistics Austria; Survey on research and experimental development 2015

While annual statistics on gender equality are available for universities and universities of applied sciences based on administrative data, corresponding information is only available for non-university research in the science and technology sector and then only on the basis of gender equality surveys carried out at irregular intervals (2004, 2005, 2006, 2007, 2008, 2013, 2015) (Holzinger, Hafellner 2017). No comparable data is available for non-university research in the humanities, social sciences and cultural sciences.

## 5.1 Situation of women in non-university science and technology research

According to the 2016 Gender Equality Survey commissioned by BMVIT (Holzinger, Hafellner 2017), the share of women working in non-university science and technology research rose from 20% in 2004 to 27% in 2015.

**FIGURE 57**  
Share of women in non-university science and technology research (2004–2015)



No surveys were carried out from 2009 to 2012 or in 2014. Source: Holzinger, Hafellner (2017: 8)

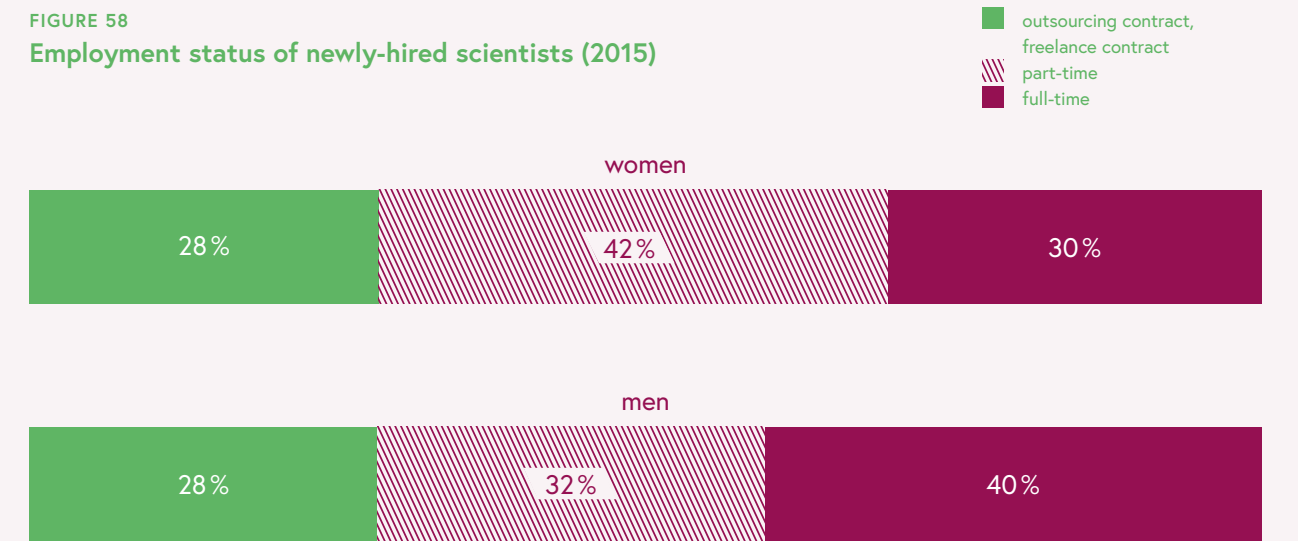
The share of women among new staff in this field lay at 38% in 2015, thus establishing the basis for a continuous rise in the share of women. Holzinger and Hafellner (2017: 9) assume that increasing consideration is being given in recruiting procedures to achieving a balanced gender ratio.

Although the number of women employed in science and technology research is on the rise, their integration into this field is only partial. While 40% of new male hires in 2015 were employed on a full-time basis, the same only applied to 30% of female hires. 42% of new female hires work on a part-time basis. This trend towards part-time employment for women has been ongoing since 2004.

The increased hiring of women is also reflected in a rising share of women among junior researchers (2004: 19%; 2015: 29%). In contrast, the presence of women in senior researcher positions has only changed to a limited extent (2004: 17%; 2015: 20%).

In 2004, there were no female managing directors of non-university research organisations in the science and technology sector. In 2015, the share of women in top management had at least risen to 10%. The presence of women in management and decision-making bodies at non-university research organisations has risen appreciably in recent years: the share of women has more than quintupled on supervisory boards and management boards (from 4% in 2004 to 22% in 2015) and doubled on scientific advisory boards and academic boards (from 8% in 2004 to 16% in 2015).

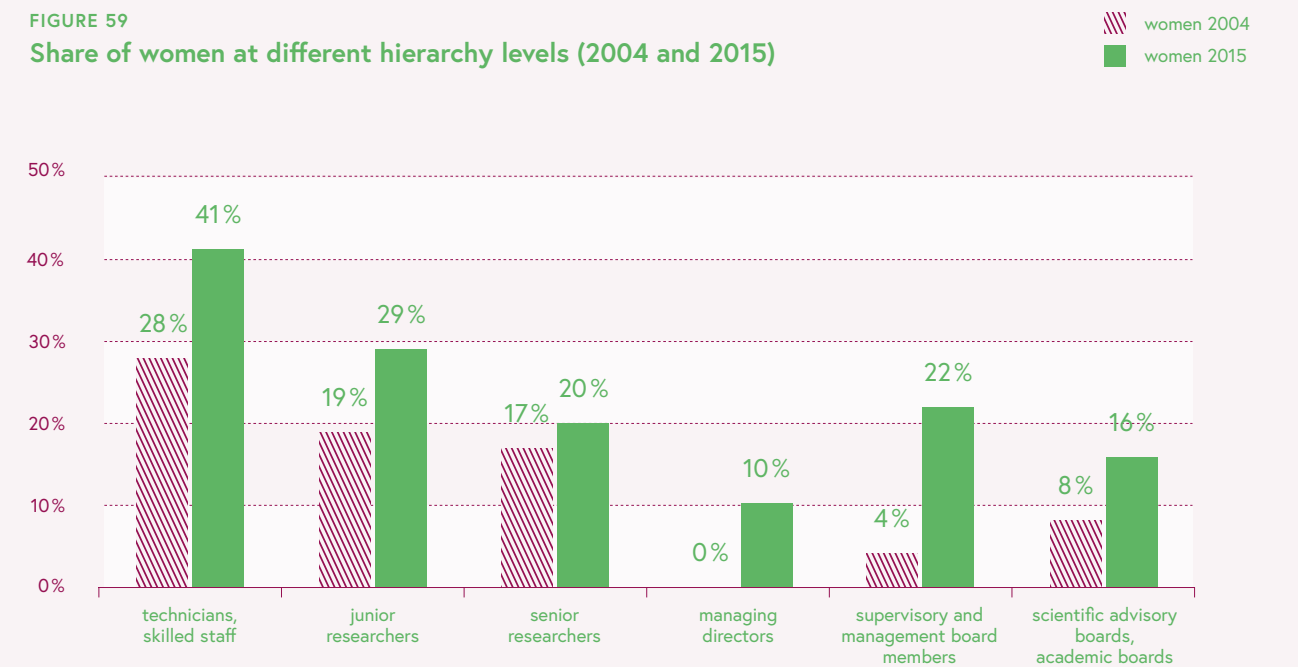
**FIGURE 58**  
Employment status of newly-hired scientists (2015)



Source: Holzinger, Hafellner (2017: 10)

No information is available on the anchoring of gender equality policies and gender studies in non-university research organisations.

**FIGURE 59**  
Share of women at different hierarchy levels (2004 and 2015)



Source: Holzinger, Hafellner (2017: 18ff.)

# Summary



The analysis of gender equality indicators in the Austrian science and research landscape and comparison with other EU countries reveals that the situation in Austria has improved in recent years at an above-average rate in some areas. These include above all the development in the share of women in higher education management positions and professorships. In comparison to the EU average, the gender pay gap in Austria is appreciably lower in science and research than it is in the economy as a whole. Nonetheless, the gender asymmetries still persist in other areas. Austria occupies the penultimate position in the EU ranking for the share of women among PhD / doctoral graduates, while gender segregation between disciplines also continues to define the higher education landscape.

## Different priorities

The picture presented of the status quo and development in gender equality in the three sectors of the Austrian science and research landscape—universities, universities of applied sciences and non-university research organisations—reveals different legal frameworks on the one hand and correspondingly different developments and

priorities on the other. While the university sector is characterised by a long tradition of gender equality policies and a solid legal framework for equal opportunities institutions, the gender equality goals formulated for the university of applied sciences sector (FHStG) are far less strict. To date, no gender equality goals have been explicitly anchored in law for the non-university research sector.

While the focus in the university sector lay for many years on gender equality, the trend is now moving towards diversity, i.e. a stronger consideration of other forms of diversity in addition to gender. In the university of applied sciences sector, diversity policies and measures to ensure the compatibility of career / study and family commitments dominate—supported by the relative popularity and frequency of the Audit universityandfamily.

Differences in the extent and priorities of equality activities are evident not only between the university and university of applied sciences sectors but also within the two sectors themselves, i.e. between individual universities or universities of applied sciences. Despite the fairly comprehensive legal provisions set for universities, they still have a large amount of freedom to decide how they will address gender equality in their policies and how they will apply the various provisions and instruments to drive change in the three dimensions of gender equality—balanced representation of women and men in all areas and at all levels of the hierarchy, removal of structural barriers for women and the integration of the gender dimension into teaching and research. Similarly, and despite the less binding provisions that apply to them, some universities of applied sciences have taken comprehensive affirmative action in all three dimensions. These differences within the sectors indicate the relevance of the will of university management to make gender equality a priority and the significance of established feminist and gender equality networks at a given university (Striedinger et al. 2016; Wroblewski 2015).

## Use of the potential brought about by expansion to achieve gender equality

In recent years, most universities in Austria have succeeded in increasing the share of women in professorships and management / decision-making positions. The quota regulation for university bodies that was introduced in 2009 has undoubtedly contributed to the rise in the share of women in management / decision-making positions in this sector. The shares of women among teaching and research staff and programme directors has also risen at most universities of applied sciences. Overall, the expansion in these sectors has been utilised at least in part to increase the representation of women in top positions.

Both the university and the university of applied sciences sectors have grown significantly in recent years, but to different extents. While the number of scientific and artistic staff at universities grew by one third from 2005 to 2016, the number of teaching staff at universities of applied sciences more than doubled in the same period. In the last ten years, the health sciences discipline has also established itself



in the university of applied sciences sector. The health sciences have the highest share of women in the university of applied sciences sector and currently account for more than 10% of its students. The expansion in staff numbers at the universities of applied sciences has thus also been shaped by the growth of a heavily female-dominated discipline, while no comparable disciplinary shifts have been evident in the university sector.

Given the massive expansion in their staff numbers, the universities of applied sciences had greater scope to increase their shares of women. However, this expansion could only be utilised to a limited extent to remove gender differences. Overall, gender parity was, on average, essentially achieved in the appointments to the additional scientific posts created at universities since 2005. Had this also been the case at universities of applied sciences, the share of women among teaching staff would now lie at just under 40%, instead of at around one third (the actual figure). A look solely at the top level of scientific/academic staff—professors (universities) or programme directors (universities of applied sciences)—reveals a similar effect. Universities have thus made far stronger use of their reduced scope to increase the share of women than universities of applied sciences.

Since 2005, universities in Austria have also made far stronger use of their (albeit comparatively reduced) scope to increase the share of women among teaching and research staff than the universities of applied sciences.

### Teaching and research

A similar situation can be seen with regard to the integration of the gender dimension into teaching and research. While most universities have structures and corresponding measures (albeit to differing extents) in place to support gender studies in teaching and research, gender studies is only integrated sporadically into study programmes at universities of applied sciences and is only anchored in research in this sector in a few exceptional cases. As is the case with equality policies, the focus in gender studies teaching and research at universities of applied sciences lies on diversity.

### Monitoring

Differences between the sectors are not only evident in the focus of gender equality policy and the developments in recent years but also with regard to monitoring. For universities, information is at least available to some extent on all three central dimensions of gender equality—balanced representation of women and men in all areas and at all levels of the hierarchy, removal of structural barriers for women and the integration of the gender dimension into teaching and research. In comparison to the other EU Member States, Austria has one of the most extensive such monitoring systems in place (Wroblewski 2018). In the case of universities of applied sciences, this applies only to the first of these three dimensions and there only with limitations. There is, for instance, no information available on professorships (only teaching staff as a whole), income disparities or appointment procedures at universities of applied sciences.

Even less information is available for the non-university research sector, where gender monitoring focuses solely on the technical and natural sciences sectors.

Austria has one of the most comprehensive gender monitoring systems for universities in the EU since it not only monitors the representation of women and men but also includes indicators and information on the removal of structural barriers for women and the incorporation of the gender dimension into teaching and research.

### Conclusions

Sustainable developments towards gender equality don't happen of their own accord, they are the result of constant activities and durable structures. Legal provisions—like those in the Austrian higher education sector—can serve as an effective basis for sustainable developments. However, they do not guarantee comprehensive gender equality policies—as the differences within the sectors (i.e. between individual universities and universities of applied sciences) confirm. Nonetheless, the comparison of the two sectors does reveal a high level of affirmative action towards gender equality in the university sector. The developments in the shares of women among scientific staff show that, in comparison to the universities of applied sciences, the universities have made greater use of the reduced scope gained through the expansion in their staff numbers to increase the share of women. The gender dimension is likewise integrated more extensively into teaching and research at universities than it is at universities of applied sciences.

The findings in this report thus affirm the importance of legal provisions as a useful framework for implementing gender equality. A harmonisation of standards between the three sectors—universities, universities of applied sciences and non-university research organisations—is thus recommended. This would necessitate increasing the obligatory nature of gender equality provisions for universities of applied sciences to the statutory standard applicable to the university sector and the creation of steering instruments and provisions for the non-university research sector (e.g. by coupling public research funding to gender equality measures).

Since conclusive monitoring forms the basis for an evidence-based discourse on gender equality, the development of monitoring systems should also be expedited. In the university sector, monitoring activities should be expanded to include diversity. Monitoring for the university of applied sciences sector should be extended to include all indicators monitored for the university sector. In the case of non-university research, a monitoring system should be devised that covers the whole sector.

A conclusive monitoring system not only delivers facts to identify problems (e.g. areas where women and men are treated differently), it can also deliver proof of the successful implementation of rules and structures, e.g. the quota for women in university bodies or the duty to give precedence to women in university professor appointment procedures.

# References

BMBWF (2018), Universitätsbericht 2017 [University Report 2017], Vienna

BMWF (2017), Diversitätsgerechte Entwicklungen in Hochschul- und Forschungseinrichtungen. Handreichung für die Praxis [Diversity-Sensitive Developments at Higher Education and Research Institutions. Handbook for Practice], Vienna. [Downloaded at: [https://www.bmbwf.gv.at/fileadmin/user\\_upload/gender/2017/Diversitas\\_Broschuere/Blickpunkte\\_Diversitas\\_WEB.pdf](https://www.bmbwf.gv.at/fileadmin/user_upload/gender/2017/Diversitas_Broschuere/Blickpunkte_Diversitas_WEB.pdf)]

Council of Europe (1998), Gender mainstreaming: conceptual framework, methodology and presentation of good practices, Final Report of Activities of the Group of Specialists on Mainstreaming, EG-S-MS (98) 2, Strasbourg

Department of Gender & Diversity Management at the University of Linz (2016), Platz für Vielfalt. Menschen an der JKU. Gender & Diversity Bericht Ausgabe 2016 [Space for Diversity. People at the University of Linz. Gender & Diversity Report, 2016 Edition], Linz

European Commission (2009), She Figures 2009. Statistics and Indicators on Gender Equality in Science, Brussels. [Downloaded at: [https://ec.europa.eu/research/science-society/document\\_library/pdf\\_06/she\\_figures\\_2009\\_en.pdf](https://ec.europa.eu/research/science-society/document_library/pdf_06/she_figures_2009_en.pdf)]

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, COM(2012) 392 final, Brussels. [Downloaded at: [http://ec.europa.eu/research/era/pdf/era-communication/era-communication\\_en.pdf](http://ec.europa.eu/research/era/pdf/era-communication/era-communication_en.pdf)]

European Commission (2016), She Figures 2015, Brussels. [Downloaded at: [https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf)]

Gaisch, Martina; Aichinger, Regina (2016), Das Diversity Wheel der FH OÖ: Wie die Umsetzung einer ganzheitlichen Diversitätskultur an der Fachhochschule gelingen kann – 10. Forschungsforum der Österreichischen Fachhochschulen [The University of Applied Sciences Upper Austria's Diversity Wheel: How to Successfully Implement a Holistic Diversity Culture in a University of Applied Sciences. Paper presented at the 10<sup>th</sup> Austrian University of Applied Sciences Research Forum], Vienna. [Downloaded at: [http://ffhoarep.fh-ooe.at/bitstream/123456789/637/1/114\\_215\\_Gaisch\\_FullPaper\\_Final.pdf](http://ffhoarep.fh-ooe.at/bitstream/123456789/637/1/114_215_Gaisch_FullPaper_Final.pdf)]

Hey, Barbara; Pellert, Ada; Wieser, Ilse (eds.) (2003), Das Programm „Potenziale, Barrieren und Chancen. Frauen an der

Universität“ der Grazer Universitäten [The “Potentials, Barriers and Opportunities Programme. Women in Higher Education” at the Universities in Graz]. Documentation. Special Edition 1/2003 of the Information Series. Interuniversity Coordination Unit for Women's and Gender Studies, Graz

Holzinger, Florian; Hafellner, Silvia (2017), Ergebnisse der Gleichstellungserhebung in der außeruniversitären naturwissenschaftlich-technischen Forschung in Österreich. Im Auftrag des Bundesministeriums für Verkehr, Innovation und Technologie. [Findings of the Gender Equality Survey of Non-University Research in the Natural Sciences and Technology in Austria. Commissioned by the Federal Ministry for Transport, Innovation and Technology], JOANNEUM RESEARCH Forschungsgesellschaft: Vienna. [Downloaded at: [https://www.femtech.at/sites/default/files/JR\\_Gleichstellungserhebung%202016\\_bericht\\_final\\_2017.pdf](https://www.femtech.at/sites/default/files/JR_Gleichstellungserhebung%202016_bericht_final_2017.pdf)]

Statistics Austria (2015), Erhebung über Forschung und experimentelle Entwicklung (F&E) in Österreich [Study on Research and Experimental Development (R&D) in Austria]. [Downloaded at: [http://www.statistik.at/web\\_de/statistiken/energie\\_umwelt\\_innovation\\_mobilitaet/forschung\\_und\\_innovation/f\\_und\\_e\\_in\\_allen\\_volkswirtschaftlichen\\_sektoren/index.html](http://www.statistik.at/web_de/statistiken/energie_umwelt_innovation_mobilitaet/forschung_und_innovation/f_und_e_in_allen_volkswirtschaftlichen_sektoren/index.html)]

Striedinger, Angelika; Sauer, Birgit; Kreissl, Katharina; Hofbauer, Johanna (2016), Feministische Gleichstellungsarbeit an unternehmerischen Hochschulen: Fallstricke und Gelegenheitsfenster, Feministische Studien 34(1) [Feminist Gender Equality Work at Business Universities: Pitfalls and Windows of Opportunity, Feminist Studies 34(1)]. [Downloaded at: <https://doi.org/10.1515/fs-2016-0103>]

Wroblewski, Angela (2015), Individual and institutional reflexivity - a mutual basis for reducing gender bias in unquestioned practices. International Journal of Work Innovation (IJWI), 1 (2), pp. 208-225

Wroblewski, Angela; Gindl, Michaela; Leitner, Andrea; Pellert, Ada; Woitech, Birgit (2007), Wirkungsanalyse frauenfördernder Maßnahmen im bm:bwk. Material zur Förderung von Frauen in der Wissenschaft. Band 21 [Analysis of the Impact of Measures to Promote the Careers of Women in the bm:bwk. Material to Promote the Careers of Women in Science and Research. Volume 21]. Vienna: Kommissionsverlag Österreich

Wroblewski, Angela; Leitner, Andrea (2011), excellentia. Evaluationsbericht, Studie im Auftrag des Bundesministeriums für Wissenschaft und Forschung [excellentia. Evaluation Report. Study commissioned by the Federal Ministry of Science and Research], Vienna

## 7.1 Documents consulted

### 7.1.1 University of Vienna

Entwicklungsplan 2020 [Development Plan 2020], published in the University of Vienna Gazette, Academic Year 2014/2015, on 30.01.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Vienna Gazette, Academic Year 2006/2007, on 22.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Vienna Gazette, Academic Year 2009/2010, on 20.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Vienna Gazette, Academic Year 2012/2013, on 18.01.2013

Leistungsvereinbarung 2013-2015; Ergänzung [Performance Agreement 2013-2015; Addendum], published in the University of Vienna Gazette, Academic Year 2012/2013, on 05.04.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Vienna Gazette, Academic Year 2015/2016, on 22.12.2015

University of Vienna Human Resources and Gender Equality Unit (2016), Führen, Leiten, Kompetenzen entfalten. Frauen in der Wissenschaft profilieren ihre Zukunft. Curriculum für Universitätsassistentinnen Postdoc 2016/17. [Leading-Manager-Developing Skills. Women in Science and Academia Shape their Future. Curriculum for Post-doc Assistant Professors 2016/17]. Human Resources and Gender Equality Unit, University of Vienna. [Downloaded at: [https://personaladministration.univie.ac.at/fileadmin/user\\_upload/d\\_personalwesen/Fuer\\_MitarbeiterInnen/Dokumente/Fuehren\\_Leiten\\_Kompetenzen\\_Broschuere\\_2016-17.pdf](https://personaladministration.univie.ac.at/fileadmin/user_upload/d_personalwesen/Fuer_MitarbeiterInnen/Dokumente/Fuehren_Leiten_Kompetenzen_Broschuere_2016-17.pdf)]

University of Vienna 2015, Gender im Fokus, Frauen und Männer an der Universität Wien 5 [Gender in Focus. Women and Men at the University of Vienna], Department of Equal Opportunities and Diversity Vienna. [Downloaded at: [https://personalwesen.univie.ac.at/fileadmin/user\\_upload/d\\_personalwesen/Gleichstellung/Dokumente/Gender-im-Fokus-5\\_2015.pdf](https://personalwesen.univie.ac.at/fileadmin/user_upload/d_personalwesen/Gleichstellung/Dokumente/Gender-im-Fokus-5_2015.pdf)]

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Vienna Gazette, Academic Year 2016/2017, on 28.06.2017

### 7.1.2 University of Graz

Coordination Centre for Gender Studies and Equality at the University of Graz (2016), Kooperation Potenziale [Potenziale Cooperation]. Graz. [Downloaded at: [https://static.uni-graz.at/fileadmin/Koordination-Gender/Gleichstellung/Kooperation\\_Potenziale\\_2016.pdf](https://static.uni-graz.at/fileadmin/Koordination-Gender/Gleichstellung/Kooperation_Potenziale_2016.pdf)]

Entwicklungsplan 2013-2018 (Anpassung 2015) [Development Plan 2013-2018 (Addendum 2015)], published in the University of Graz Gazette, Academic Year 2015/2016, on 16.12.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Graz Gazette, Academic Year 2006/2007, on 20.12.2006

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Graz Gazette, Academic Year 2009/2010, on 16.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Graz Gazette, Academic Year 2012/2013, on 09.01.2013

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the University of Graz Gazette, Academic Year 2013/2014, on 04.12.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Graz Gazette, Academic Year 2015/2016, on 16.12.2015

University of Graz (2015), Zahlen, Fakten, Analysen. Chancengleichheit an der Uni Graz [Facts, Figures, Analyses. Equal Opportunities at the University of Graz], Graz. [Downloaded at: [https://static.uni-graz.at/fileadmin/Koordination-Gender/Services/Zahlen\\_Fakten\\_Analysen\\_UniGraz2014.pdf](https://static.uni-graz.at/fileadmin/Koordination-Gender/Services/Zahlen_Fakten_Analysen_UniGraz2014.pdf)]

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Graz Gazette, Academic Year 2016/2017, on 31.05.2017

### 7.1.3 University of Innsbruck

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the University of Innsbruck Gazette, Academic Year 2014/2015, on 13.05.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Innsbruck Gazette, Academic Year 2006/2007, on 19.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Innsbruck Gazette, Academic Year 2009/2010, on 21.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Innsbruck Gazette, Academic Year 2012/2013, on 13.12.2012

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the University of Innsbruck Gazette, Academic Year 2013/2014, on 05.03.2014

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Innsbruck Gazette, Academic Year 2015/2016, on 21.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Innsbruck Gazette, Academic Year 2016/2017, on 23.05.2017

#### 7.1.4 University of Salzburg

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the University of Salzburg Gazette, Academic Year 2015/2016, on 04.07.2016

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Salzburg Gazette, Academic Year 2006/2007, on 07.02.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Salzburg Gazette, Academic Year 2009/2010, on 03.02.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Salzburg Gazette, Academic Year 2012/2013, on 02.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Salzburg Gazette, Academic Year 2015/2016, on 07.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Salzburg Gazette, Academic Year 2016/2017, on 10.05.2017

#### 7.1.5 University of Linz

Entwicklungsplan 2013-2018 [Development Plan 2013-2018], published in the University of Linz Gazette, Academic Year 2015/2016, on 20.05.2016

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Linz Gazette, Academic Year 2006/2007, on 19.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Linz Gazette, Academic Year 2009/2010, on 17.02.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Linz Gazette, Academic Year 2012/2013, on 27.02.2013

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the University of Linz Gazette, Academic Year 2013/2014, on 24.04.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Linz Gazette, Academic Year 2015/2016, on 03.02.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Linz Gazette, Academic Year 2016/2017, on 24.05.2017

#### 7.1.6 University of Klagenfurt

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the University of Klagenfurt Gazette, Academic Year 2014/2015, on 21.01.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Klagenfurt Gazette, Academic Year 2006/2007, on 04.04.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Klagenfurt Gazette, Academic Year 2009/2010, on 20.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Klagenfurt Gazette, Academic Year 2012/2013, on 06.02.2013

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the University of Klagenfurt Gazette, Academic Year 2013/2014, on 07.01.2014

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Klagenfurt Gazette, Academic Year 2015/2016, on 18.11.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Klagenfurt Gazette, Academic Year 2016/2017, on 07.06.2017

#### 7.1.7 Vienna University of Economics and Business

Entwicklungsplan 2014 [Development Plan 2014], published in the Vienna University of Economics and Business Gazette, Academic Year 2014/2015, on 17.12.2014

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Vienna University of Economics and Business Gazette, Academic Year 2006/2007, on 31.01.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Vienna University of Economics and Business Gazette, Academic Year 2009/2010, on 20.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Vienna University of Economics and Business Gazette, Academic Year 2012/2013, on 09.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Vienna University of Economics and Business Gazette, Academic Year 2015/2016, on 23.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Vienna University of Economics and Business Gazette, Academic Year 2016/2017 on 24.05.2017

#### 7.1.8 University of Veterinary Medicine Vienna

Entwicklungsplan 2014 [Development Plan 2014], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2014/2015, on 16.03.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2006/2007, on 01.06.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2009/2010, on 17.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2012/2013, on 10.12.2012

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2015/2016, on 21.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Veterinary Medicine Vienna Gazette, Academic Year 2016/2017, on 01.06.2017

#### 7.1.9 University of Natural Resources and Applied Life Sciences Vienna

Entwicklungsplan 2015 [Development Plan 2015], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2014/2015, on 11.12.2014

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2006/2007, on 23.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2009/2010, on 16.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2012/2013, on 02.01.2013

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2013/2014, on 05.04.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2015/2016, on 17.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Natural Resources and Applied Life Sciences, Vienna Gazette, Academic Year 2016/2017, on 06.06.2017



#### 7.1.10 University for Continuing Education Krems

Entwicklungsplan 2015-2020 [Development Plan 2015-2020], published in the University for Continuing Education Krems Gazette, Academic Year 2014/2015, on 21.01.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University for Continuing Education Krems Gazette, Academic Year 2006/2007, on 02.02.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University for Continuing Education Krems Gazette, Academic Year 2009/2010, on 22.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University for Continuing Education Krems Gazette, Academic Year 2012/2013, on 18.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University for Continuing Education Krems Gazette, Academic Year 2015/2016, on 17.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University for Continuing Education Krems Gazette, Academic Year 2016/2017, on 31.05.2017

#### 7.1.11 Vienna University of Medicine

Entwicklungsplan Version 3.0 [Development Plan Version 3.0], published in the Vienna University of Medicine Gazette, Academic Year 2014/2015, on 05.05.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Vienna University of Medicine Gazette, Academic Year 2006/2007, on 04.09.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Vienna University of Medicine Gazette, Academic Year 2009/2010, on 05.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Vienna University of Medicine Gazette, Academic Year 2012/2013, on 08.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Vienna University of Medicine Gazette, Academic Year 2015/2016, on 19.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Vienna University of Medicine Gazette, Academic Year 2016/2017, on 01.06.2017

#### 7.1.12 Graz University of Medicine

Entwicklungsplan 2020 [Development Plan 2020], published in the Graz University of Medicine Gazette, Academic Year 2014/2015, on 19.12.2014

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Graz University of Medicine Gazette, Academic Year 2006/2007, on 20.06.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Graz University of Medicine Gazette, Academic Year 2009/2010, on 16.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Graz University of Medicine Gazette, Academic Year 2012/2013, on 09.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Graz University of Medicine Gazette, Academic Year 2015/2016, on 16.12.2015

Graz University of Medicine (2015), blickpunkt:gender 2015 [spotlight:gender 2015], Graz University of Medicine: Gender Unit. [Downloaded at: <http://www.medunigraz.at/genderunit/gleichstellung-frauenfoerderung-diversity-management/gender-daten/>]

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Graz University of Medicine Gazette, Academic Year 2016/2017, on 07.06.2017

#### 7.1.13 Innsbruck University of Medicine

Entwicklungsplan 2016-2021 [Development Plan 2016-2021], published in the Innsbruck University of Medicine Gazette, Academic Year 2014/2015, on 21.05.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Innsbruck University of Medicine Gazette, Academic Year 2006/2007, on 04.09.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Innsbruck University of Medicine Gazette, Academic Year 2009/2010, on 25.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Innsbruck University of Medicine Gazette, Academic Year 2012/2013, on 02.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Innsbruck University of Medicine Gazette, Academic Year 2015/2016, on 23.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Innsbruck University of Medicine Gazette, Academic Year 2016/2017, on 09.06.2017

#### 7.1.14 Vienna University of Technology

Entwicklungsplan 2013+ [Development Plan 2013+], published in the Vienna University of Technology Gazette, Academic Year 2011/2012, on 16.05.2012

Entwicklungsplan 2016+ [Development Plan 2016+], published in the Vienna University of Technology Gazette, Academic Year 2016/2016, on 04.07.2016

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Vienna University of Technology Gazette, Academic Year 2006/2007, on 21.02.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Vienna University of Technology Gazette, Academic Year 2009/2010, on 20.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Vienna University of Technology Gazette, Academic Year 2012/2013, on 02.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Vienna University of Technology Gazette, Academic Year 2015/2016, on 16.12.2015

TU Wien [Vienna University of Technology] (2016), Leitfaden Freistellungen [Guidelines for Leave of Absence], Vienna. [Downloaded at: [https://www.tuwien.ac.at/fileadmin/t/tuwien/downloads/VR\\_Pers\\_Gender/Arbeitsrecht/Leitfaden\\_Freistellungen\\_Version5.pdf](https://www.tuwien.ac.at/fileadmin/t/tuwien/downloads/VR_Pers_Gender/Arbeitsrecht/Leitfaden_Freistellungen_Version5.pdf)]

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Vienna University of Technology Gazette, Academic Year 2016/2017, on 01.06.2017

#### 7.1.15 Graz University of Technology

Entwicklungsplan 2015+ [Development Plan 2015+], published in the Graz University of Technology Gazette, Academic Year 2014/2015, on 04.02.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Graz University of Technology Gazette, Academic Year 2006/2007, on 21.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Graz University of Technology Gazette, Academic Year 2009/2010, on 07.01.2010

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Graz University of Technology Gazette, Academic Year 2012/2013, on 16.01.2013

Leistungsvereinbarung 2013-2015 – Ergänzung [Performance Agreement 2013-2015 – Addendum], published in the Graz University of Technology Gazette, Academic Year 2013/2014, on 20.03.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Graz University of Technology Gazette, Academic Year 2015/2016, on 07.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the Graz University of Technology Gazette, Academic Year 2016/2017, on 17.05.2017

#### 7.1.16 University of Mining Leoben

Entwicklungsplan Novelle 2015 [Development Plan (Amendment) 2015], published in the University of Mining Leoben Gazette, Academic Year 2014/2015, on 28.04.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Mining Leoben Gazette, Academic Year 2006/2007, on 07.05.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Mining Leoben Gazette, Academic Year 2009/2010, on 30.11.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Mining Leoben Gazette, Academic Year 2012/2013, on 10.01.2013



Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Mining Leoben Gazette, Academic Year 2015/2016, on 30.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Mining Leoben Gazette, Academic Year 2016/2017, on 22.05.2017

#### 7.1.17 University of Art and Industrial Design Linz

Entwicklungsplan 2014-2018 [Development Plan 2014-2018], published in the University of Art and Industrial Design Linz Gazette, Academic Year 2014/2015, on 10.12.2014

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Art and Industrial Design Linz Gazette, Academic Year 2006/2007, on 17.01.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Art and Industrial Design Linz Gazette, Academic Year 2009/2010, on 29.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Art and Industrial Design Linz Gazette, Academic Year 2012/2013, on 16.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Art and Industrial Design Linz Gazette, Academic Year 2015/2016, on 20.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016] published in the University of Art and Industrial Design Linz Gazette, Academic Year 2016/2017, on 10.05.2017

#### 7.1.18 University of Music and Dramatic Arts Mozarteum Salzburg

Entwicklungsplan 2016-2021 [Development Plan 2016-2021], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2014/2015, on 23.04.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2006/2007, on 12.01.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2009/2010, on 18.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2012/2013, on 17.12.2012

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2015/2016, on 14.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Music and Dramatic Arts Mozarteum Salzburg Gazette, Academic Year 2016/2017, on 05.05.2017

#### 7.1.19 University of Music and Performing Arts Vienna

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2014/2015, on 19.08.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2006/2007, on 10.04.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2009/2010, on 23.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2012/2013, on 17.11.2012

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2015/2016, on 17.02.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Music and Performing Arts Vienna Gazette, Academic Year 2016/2017, on 07.06.2017

#### 7.1.20 University of Music and Dramatic Arts Graz

Entwicklungsplan 2016-2021 [Development Plan 2016-2021], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2014/2015, on 20.07.2016

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2006/2007, on 20.12.2006

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2009/2010, on 18.11.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2012/2013, on 19.12.2012

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2015/2016, on 07.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016], published in the University of Music and Dramatic Arts Graz Gazette, Academic Year 2016/2017, on 17.05.2017

#### 7.1.21 University of Applied Arts Vienna

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the University of Applied Arts Vienna Gazette, Academic Year 2014/2015, on 30.03.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the University of Applied Arts Vienna Gazette, Academic Year 2006/2007, on 21.03.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the University of Applied Arts Vienna Gazette, Academic Year 2009/2010, on 23.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the University of Applied Arts Vienna Gazette, Academic Year 2012/2013, on 16.01.2013

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the University of Applied Arts Vienna Gazette, Academic Year 2015/2016, on 26.01.2016

Wissensbilanz 2016 [Intellectual Capital Report 2016] published in the University of Applied Arts Vienna Gazette, Academic Year 2016/2017, on 01.06.2017

#### 7.1.22 Academy of Fine Arts Vienna

Entwicklungsplan 2016-2018 [Development Plan 2016-2018], published in the Academy of Fine Arts Vienna Gazette, Academic Year 2014/2015, on 09.01.2015

Leistungsvereinbarung 2007-2009 [Performance Agreement 2007-2009], published in the Academy of Fine Arts Vienna Gazette, Academic Year 2006/2007, on 25.04.2007

Leistungsvereinbarung 2010-2012 [Performance Agreement 2010-2012], published in the Academy of Fine Arts Vienna Gazette, Academic Year 2009/2010, on 18.12.2009

Leistungsvereinbarung 2013-2015 [Performance Agreement 2013-2015], published in the Academy of Fine Arts Vienna Gazette, Academic Year 2012/2013, on 17.12.2012

Leistungsvereinbarung 2016-2018 [Performance Agreement 2016-2018], published in the Academy of Fine Arts Vienna Gazette, Academic Year 2015/2016, on 18.12.2015

Wissensbilanz 2016 [Intellectual Capital Report 2016] published in the Academy of Fine Arts Vienna Gazette, Academic Year 2016/2017 on 23.05.2017

# Glossary

**§ 98 or § 99 professorship.** Professorship granted in accordance with the provisions of § 98 or § 99 of the Austrian Universities Act 2002.

**Audit.** A process of systematic, independent and documented analysis which demonstrates the extent to which an organisation or process meets defined criteria (e.g. quality standards). Upon successful completion of the audit process, the organisation is given a (usually state) seal of approval/quality mark.

**Audit universityandfamily.** An audit specifically designed to assist universities in creating a family-friendly environment for students and staff. After signing an agreement of objectives, the university is awarded basic Audit universityandfamily certification by the Ministry of Family Affairs. After a period of three years during which the agreed measures are implemented, the university receives full certification.

**Diversitas Award.** An award presented by the Ministry of Science and Research to higher education and research institutes for outstanding initiatives in the field of diversity management.

**Diversity.** Used to describe the variety or heterogeneity of people in an organisation (e.g. a school or company) or society. Characteristics used to describe diversity include gender, age, education level, ethnicity, religion, beliefs or disability.

**Diversity Charter.**<sup>27</sup> A public, voluntary commitment by Austrian companies, institutions and organisations that enables them to declare their appreciation of the diversity of people, regardless of their gender, age, background and skin colour, sexual orientation, religion, world view or physical and mental capacities. The Austrian Diversity Charter is run by the Austrian Federal Economic Chamber and the Vienna Economic Chamber.

**Diversity management.** A management concept that embraces the diversity of an organisation's staff and seeks to use it to the benefit of all. Diversity management not only accepts the diversity in the organisation, it emphasises and respects it as a positive element.

**Equal rights.** The formal equal treatment of all legal persons or entities in a legal system.

**Equal treatment.** Guarantees that women and men are neither directly nor indirectly discriminated against. Since women and men are unequal in many ways (biologically, gender roles, influence, etc.), equal treatment (of unequals) alone does not guarantee equal opportunities for men and women. The narrower term 'equal treatment' is thus being increasingly replaced with the broader term 'gender equality'.

**FEMtech.** A programme introduced by BMVIT to support women in research and technology and promote equal oppor-

tunities in industrial and non-university research. FEMtech's activities serve to raise awareness, enhance the visibility of women and help them establish careers in research and technology.

**FiT—Females in Technology [FiT – Frauen in die Technik].** A series of initiatives to encourage girls and women to study and pursue careers in engineering and technology.

**Gender.** The distinction between sex and gender differentiates a person's biological sex from that person's gender, i.e. the social and culturally constituted gender roles of women and men and the dominant notions of femininity and masculinity in society.

**Gender bias.** A distorted representation of gender differences resulting either from an orientation on the norm for one gender (a focus on the male gender is referred to as "androcentrism") or a failure to perceive a gender relevance and subsequent false presentation of an issue as gender-neutral in the generation, analysis or interpretation of data.

**Gender analysis.** The analysis of gender-related differences in a given field. A gender analysis seeks not only to distinguish between women and men but also to include the realities of life for women and men in their heterogeneity.

**Gender budgeting.** The fiscal instrument in the gender mainstreaming strategy,

which strives for a gender-based assessment of budgets in order to demonstrate the effect of government revenue and expenditure on the actual level of equality of men and women. Gender budgeting can require the restructuring of revenues and expenditures in order to promote gender equality. Since 2013, the Austrian Federal Constitution has required all regional authorities to practice gender budgeting.

**Gender equality.** The situation in which all people can develop according to their abilities and are free to make decisions without being restricted by strict gender-specific roles and in which the different behaviours, goals and needs of women and men are considered, accepted and promoted in an equal manner. Gender equality goes beyond equal treatment and includes positive discrimination (promotion of women and minorities) and measures to improve work-life compatibility.

**Gender mainstreaming.** The "(re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making." (Council of Europe 1998)

**Gender monitoring.** The routine, systematic collection of gender-segregated information on a particular phenomenon with the goal of identifying trends and/or changes over time.

**Gender pay gap.** A measurement of the difference in income between women and men. The gender pay gap expresses the average income of women as a percentage of the average income of men, i.e. if men in a particular job earn on average €1,000, and women earn €800, women earn on average only 80% of the income of their male counterparts.

**Glass Ceiling Index.** Measures the share of female professors in relation to the share of female scientific and artistic staff. A score of 1 indicates that women and men have equal chances of promotion to a professorship; the lower the score, the lower the chances of promotion and the "thicker" the glass ceiling.

**Grade A.** International classification for the highest academic positions in universities. In Austria, this includes university professorships, endowment professorships, visiting R&D professorships, emeritus professors and retired professors still working in R&D.

**Grade B.** International classification for the second-highest academic positions in universities. In Austria, this includes associate professors, lecturers and assistant professors.

**Grade C.** International classification for scientific and academic staff in universities. In Austria, this includes research and teaching assistants, contract-based research and teaching assistants, staff scientists, senior scientists/artists, junior

doctors, doctors in residency and assistants in training.

**Habilitation.** Post-doctoral qualification required in some countries (including Austria) to gain a full professorship at a university.

**Indicator.** A measurement or value for something that cannot be directly depicted and is ideally described using a theoretical construct. An income that lies below a certain threshold, for instance, can be used as an indicator for the "poverty" concept. In other words, an indicator should not stand for itself but always for the construct associated with it.

**Intellectual capital report [Wissensbilanz].** Provides information on the intangible assets of a university. In Austria, the rectorate of each university is required to submit an intellectual capital report to the university council by 30 April each year for approval and forwarding to the BMBWF. Preparation and content guidelines for the intellectual capital report are provided in the corresponding law (§13 (6) UG 2002).

**Intersectionality.** The interconnected nature of various inequality dimensions such as race, class, gender, age, etc. regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

**Leaky pipeline.** The phenomenon that while women make up the majority of

<sup>27</sup> [https://www.wko.at/site/Charta-der-Vielfalt/charta-der-vielfalt/ueber-die-Charta/charta\\_d\\_vielfalt\\_en.pdf](https://www.wko.at/site/Charta-der-Vielfalt/charta-der-vielfalt/ueber-die-Charta/charta_d_vielfalt_en.pdf)

# List of Abbreviations

students, the number of women falls dramatically at every step on the academic/scientific career ladder. It quasi “leaks away” in the traditionally male-dominated academic/scientific structures.

**Outcome-oriented budget approach.** Since 2013, the Austrian Federal Constitution foresees an outcome-oriented budget approach that includes the goal of establishing gender equality in budgetary measures. This approach is integrated into the complete budget cycle, thus ensuring that the desired outcomes of any administrative action also play a central role in the medium- and long-term planning, execution and controlling of budgets.

**Performance agreement [Leistungsvereinbarung].** A contract under public law concluded between the BMBWF and the individual university for a three-year period. The performance agreement outlines the services to be provided by the university (in particular in teaching and research) and the corresponding budget allocated to it by the Federal Government (§13 UG 2002).

**Promotion of women.** The targeted promotion of woman using positive discrimination to increase their participation in areas where they are discriminated against or underrepresented compared to men.

**Quota/quota regulation (policy).** Defines the concrete share of members of a specific group to be included in the allocation or appointment of functions, offices, resources, etc.

**Segregation.** The concentration of women and men in different areas. Horizontal segregation refers to the concentration of women and men in specific occupations. Vertical segregation refers to the concentration of women and men in specific professional status groups.

**She Figures.** A collection of data compiled by the EU on gender equality in research and innovation (R&I) in Europe.

**unidata.** An information system maintained by the BMBWF containing current facts, figures and statistics on the higher education sector in Austria.

**Working Group on Equal Opportunities.** In Austria, the senate of each university is required to set up a working group on equal opportunities responsible for “combating gender discrimination as well as discrimination on the basis of ethnicity, religion or conviction, age, or sexual orientation by university governing bodies and for advising and supporting the university’s members and governing bodies in connection with these issues”. (§ 42 (1) UG 2002)

<b>AT</b>	Austria	<b>HR</b>	Croatia
<b>BA</b>	Bachelor of Arts	<b>HU</b>	Hungary
<b>BSc</b>	Bachelor of Science	<b>IE</b>	Ireland
<b>BE</b>	Belgium	<b>IFZ</b>	Interuniversitäres Forschungszentrum für Technik, Arbeit und Kultur [Interdisciplinary Research Centre for Technology, Work and Culture]
<b>BG</b>	Bulgaria	<b>IL</b>	Israel
<b>BMBWF</b>	Bundesministerium für Bildung, Wissenschaft und Forschung [Austrian Federal Ministry of Education, Science and Research]	<b>IS</b>	Iceland
<b>BMDW</b>	Bundesministerium für Digitalisierung und Wirtschaftsstandort [Austrian Federal Ministry of Digital and Economic Affairs]	<b>ISCED</b>	International Standard Classification of Education
<b>BMVIT</b>	Bundesministerium für Verkehr, Innovation und Technologie [Austrian Federal Ministry of Transport, Innovation and Technology]	<b>IST Austria</b>	Institute of Science and Technology Austria
<b>BMWFV</b>	Bundesministerium für Wissenschaft, Forschung und Wirtschaft [Austrian Federal Ministry of Science, Research and the Economy] (until 2017; now: BMBWF)	<b>IT</b>	Italy
<b>BOKU</b>	University of Natural Resources and Applied Life Sciences, Vienna	<b>LGBTIQ</b>	Lesbian, gay, bisexual, transgender/transsexual, intersex, queer
<b>CH</b>	Switzerland	<b>LGBTQ</b>	Lesbian, gay, bisexual, transgender/transsexual, queer
<b>CUAS</b>	University of Applied Sciences Carinthia	<b>LT</b>	Lithuania
<b>CY</b>	Cyprus	<b>LU</b>	Luxembourg
<b>CZ</b>	Czech Republic	<b>LV</b>	Latvia
<b>DE</b>	Germany	<b>MA</b>	Master of Arts
<b>DK</b>	Denmark	<b>mdw</b>	University of Music and Performing Arts Vienna
<b>EC</b>	European Commission	<b>MK</b>	Macedonia
<b>ECTS</b>	European Credit Transfer System	<b>MSc</b>	Master of Science
<b>EE</b>	Estonia	<b>MT</b>	Malta
<b>EL</b>	Greece	<b>NL</b>	The Netherlands
<b>ERA</b>	European Research Area	<b>NO</b>	Norway
<b>Erasmus+</b>	EU programme to support education, training, youth and sport in Europe.	<b>ÖAW</b>	Österreichische Akademie der Wissenschaften [Austrian Academy of Sciences]
<b>ES</b>	Spain	<b>PhD</b>	lat: philosophae doctor, Doctor of Philosophy
<b>EU</b>	European Union	<b>PL</b>	Poland
<b>EU-28</b>	Average for the 28 EU Member States	<b>PT</b>	Portugal
<b>FH</b>	Fachhochschule [University of Applied Sciences]	<b>RO</b>	Romania
<b>FHStG</b>	Fachhochschul-Studiengesetz [Federal Act on University of Applied Sciences Degree Programmes]	<b>SE</b>	Sweden
<b>FI</b>	Finland	<b>SI</b>	Slovenia
<b>FR</b>	France	<b>SK</b>	Slovakia
<b>FWF</b>	Fonds zur Förderung der wissenschaftlichen Forschung [Austrian Science Fund]	<b>T&amp;R</b>	Teaching and research
<b>GCI</b>	Glass Ceiling Index	<b>TU</b>	Technische Universität [University of Technology]
<b>H2020</b>	Horizon 2020; EU funding programme for research and innovation	<b>UG 2002</b>	Universitätsgesetz 2002 [Universities Act 2002]
		<b>UK</b>	United Kingdom
		<b>UZFG</b>	Universitätszentrum für Frauen- und Geschlechterstudien [Centre for Women’s and Gender Studies at the University of Klagenfurt]
		<b>WU</b>	Vienna University of Economics and Business

# Tables

TABLE 1  
Share of women in science and research by sector (2015)

		all sectors	corporate sector	state sector	higher education sector	private non-profit sector
EU (28 Member States)	EU-28	33.6%	20.2%	42.7%	42.3%	48.8%
Latvia	LV	51.0%	40.6%	58.0%	52.1%	k.A.
Lithuania	LT	50.7%	29.2%	51.1%	55.5%	k.A.
Croatia	HR	48.9%	42.2%	52.4%	48.9%	k.A.
Bulgaria	BG	47.9%	37.5%	55.7%	51.7%	46.3%
Romania	RO	46.2%	34.6%	49.4%	48.5%	48.1%
Portugal	PT	44.1%	31.1%	58.9%	48.6%	51.1%
Estonia	EE	43.9%	27.9%	61.2%	47.4%	50.4%
Slovakia	SK	42.2%	17.7%	49.5%	46.1%	43.8%
Denmark	DK	41.5%	23.5%	46.9%	40.2%	65.6%
Spain	ES	40.0%	30.7%	50.2%	41.9%	51.8%
United Kingdom	UK	38.6%	21.1%	37.8%	45.3%	48.7%
Greece	EL	38.0%	27.6%	43.0%	37.7%	51.2%
Cyprus	CY	37.9%	32.4%	55.9%	37.6%	30.3%
Poland	PL	37.0%	20.3%	41.8%	43.6%	48.2%
Slovenia	SI	36.5%	26.0%	50.0%	43.2%	18.2%
Italy	IT	36.0%	23.1%	47.6%	40.8%	51.6%
Ireland	IE	35.9%	24.1%	41.0%	45.0%	k.A.
Belgium	BE	34.1%	27.1%	37.2%	41.6%	49.1%
Sweden	SE	33.7%	21.6%	45.6%	44.9%	46.2%
Finland	FI	32.3%	17.3%	44.2%	47.7%	58.4%
Hungary	HU	30.8%	18.1%	42.9%	39.4%	k.A.
<b>Austria</b>	<b>AT</b>	<b>29.5%</b>	<b>17.1%</b>	<b>46.5%</b>	<b>39.9%</b>	<b>48.8%</b>
Luxembourg	LU	28.9%	12.3%	39.8%	38.1%	k.A.
Malta	MT	28.5%	21.0%	26.5%	33.1%	k.A.
Germany	DE	28.0%	14.7%	35.4%	38.7%	k.A.
Czech Republic	CZ	26.9%	12.8%	38.8%	35.2%	45.7%
The Netherlands	NL	25.4%	17%	41.6%	42.2%	k.A.
France	FR	n/s	n/s	n/s	n/s	n/s

Source: Eurostat

TABLE 2  
Composition of university councils, rectorates and senates (2016)

2016	University Council				Rectorate				Senate			
	women	men	c-f	c-m	women	men	r-f	r-m	women	men	c-f	c-m
University of Vienna	5	4	1	0	2	2	0	1	8	10	0	1
University of Graz	5	4	0	1	2	3	1	0	12	14	0	1
University of Innsbruck	3	4	0	1	2	3	0	1	8	18	0	1
University of Salzburg	3	4	0	1	2	3	0	1	9	17	0	1
University of Linz	4	5	0	1	2	3	0	1	13	13	0	1
University of Klagenfurt	5	2	0	1	1	2	0	1	7	19	1	0
Vienna University of Economics and Business	2	3	1	0	2	3	1	0	9	17	0	1
University of Veterinary Medicine Vienna	2	3	1	0	1	2	1	0	9	9	1	0
University of Natural Resources and Applied Life Sciences, Vienna	3	4	0	1	2	2	0	1	10	8	1	0
University for Continuing Education Krems	2	3	0	1	2	1	0	1	11	7	0	1
Vienna University of Medicine	2	3	0	1	2	3	0	1	14	13	0	1
Graz University of Medicine	3	4	1	0	2	2	0	1	9	9	0	1
Innsbruck University of Medicine	4	3	0	1	2	3	1	0	13	13	0	1
Vienna University of Technology	3	4	0	1	2	3	1	0	8	18	0	1
Graz University of Technology	3	4	1	0	2	3	0	1	12	14	0	1
University of Mining Leoben	2	3	1	0	1	2	0	1	7	19	0	1
University of Art and Industrial Design Linz	5	2	1	0	2	3	0	1	11	7	0	1
University of Music and Dramatic Arts Mozarteum Salzburg	2	2	1	0	2	1	0	0	8	10	0	1
University of Music and Performing Arts Vienna	2	3	1	0	3	2	1	0	9	9	0	1
University of Music and Dramatic Arts Graz	3	2	1	0	4	1	1	0	9	8	0	1
University of Applied Arts Vienna	3	2	0	1	2	2	0	1	12	6	1	0
Academy of Fine Arts Vienna	2	3	0	1	3	0	1	0	17	9	0	1
<b>Total</b>	<b>68</b>	<b>71</b>	<b>10</b>	<b>12</b>	<b>45</b>	<b>49</b>	<b>8</b>	<b>13</b>	<b>225</b>	<b>267</b>	<b>5</b>	<b>19</b>

c-f = chairwoman, c-m = chairman, r-f = female rector; r-m = male rector. Source: unidata



TABLE 3

**Number of appointment committees and appointment committees that comply with the required quota; share of female committee members (2010–2016)**

	2010			2011			2012			2013			2014			2015			2016		
	total	quota compliant	women in %	total	quota compliant	women in %	total	quota compliant	women in %	total	quota compliant	women in %	total	quota compliant	women in %	total	quota compliant	women in %	total	quota compliant	women in %
University of Vienna	94	51	38.0%	66	54	48.0%	40	35	53.4%	42	29	46.5%	37	27	45.7%	37	31	50.5%	44	40	52.4%
University of Graz	30	16	34.7%	23	11	36.2%	19	11	39.2%	26	16	38.5%	24	13	39.3%	19	9	36.8%	22	7	37.3%
University of Innsbruck	34	15	33.7%	33	18	40.8%	40	18	40.5%	37	17	37.7%	43	19	38.3%	32	16	38.2%	32	15	39.4%
University of Salzburg	27	12	28.5%	25	6	43.5%	11	8	43.0%	10	8	37.1%	9	9	50.7%	11	7	37.6%	3	3	46.2%
University of Linz	12	3	35.6%	15	9	37.8%	10	3	34.5%	6	0	13.0%	15	4	23.0%	23	10	35.8%	13	8	38.6%
University of Klagenfurt	8	6	52.0%	9	5	41.4%	6	5	45.5%	16	15	49.7%	16	13	48.8%	8	6	48.8%	11	6	43.8%
Vienna University of Economics and Business	17	2	28.8%	8	2	33.0%	4	1	36.1%	5	4	48.9%	6	4	46.3%	6	4	42.6%	7	6	49.2%
University of Veterinary Medicine Vienna	9	5	43.3%	6	6	42.9%	3	3	57.9%	5	5	48.3%	5	5	50.0%	5	5	54.1%	5	5	54.1%
University of Natural Resources and Applied Life Sciences, Vienna	14	4	25.0%	7	5	39.3%	11	6	35.4%	8	3	33.3%	4	4	52.8%	6	4	46.3%	7	4	41.3%
University for Continuing Education Krems	–	–	–	–	–	–	1	1	40.0%	5	5	48.0%	2	2	50.0%	4	4	55.0%	4	4	45.0%
Vienna University of Medicine	28	13	43.0%	7	7	46.5%	18	18	52.8%	21	21	55.5%	12	12	49.4%	21	21	50.7%	8	8	48.0%
Graz University of Medicine	12	9	38.9%	13	11	41.0%	21	19	41.8%	12	12	44.4%	11	11	44.4%	7	7	44.4%	5	5	44.4%
Innsbruck University of Medicine	8	3	32.4%	8	6	43.1%	6	4	42.6%	2	2	50.0%	2	2	44.4%	3	3	44.4%	4	4	44.4%
Vienna University of Technology	13	1	22.0%	18	0	16.0%	9	1	17.0%	9	1	25.0%	11	3	26.0%	14	3	32.0%	15	2	31.1%
Graz University of Technology	27	1	13.0%	19	1	15.1%	14	1	16.7%	16	3	18.8%	20	1	21.8%	15	1	23.8%	13	1	26.3%
University of Mining Leoben	6	0	7.8%	3	0	12.1%	–	–	–	3	0	0.0%	1	0	0.0%	2	0	5.0%	3	0	18.0%
University of Art and Industrial Design Linz	2	2	86.7%	0	0	71.0%	1	1	67.0%	1	1	80.0%	2	2	67.0%	3	3	58.0%	1	1	67.0%
University of Music and Dramatic Arts Mozarteum Salzburg	8	8	47.5%	8	8	47.8%	8	8	48.8%	10	10	53.1%	22	18	50.0%	17	13	48.5%	11	10	53.2%
University of Music and Performing Arts Vienna	26	18	44.0%	26	18	46.0%	22	15	46.0%	19	14	47.0%	21	19	51.9%	25	23	49.8%	24	22	52.0%
University of Music and Dramatic Arts Graz	19	8	25.0%	10	5	41.3%	2	1	42.9%	4	1	33.0%	9	4	38.0%	11	4	34.2%	6	1	30.4%
University of Applied Arts Vienna	2	2	40.0%	3	3	53.3%	4	4	55.0%	3	3	66.7%	8	7	60.0%	2	2	60.0%	3	3	40.0%
Academy of Fine Arts Vienna	2	2	64.0%	1	1	67.0%	5	5	58.0%	3	3	61.1%	1	1	67.0%	–	–	–	3	3	51.9%
<b>Total</b>	<b>398</b>	<b>181</b>	<b>34.2%</b>	<b>308</b>	<b>176</b>	<b>39.8%</b>	<b>255</b>	<b>168</b>	<b>42.6%</b>	<b>263</b>	<b>173</b>	<b>41.7%</b>	<b>281</b>	<b>180</b>	<b>41.5%</b>	<b>271</b>	<b>176</b>	<b>42.4%</b>	<b>244</b>	<b>158</b>	<b>43.0%</b>

Total = total number of appointment committees; Quota compliant = number of appointment committees that comply with the statutory quota for women; Women in % = share of female committee members; - = no appointment committees in that particular year. Source: unidata, own calculations

**TABLE 4**  
**Glass Ceiling Index (GCI)—universities (2005–2016)**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
University of Vienna	0.38	0.39	0.44	0.44	0.48	0.57	0.64	0.67	0.68	0.70	0.70	0.73
University of Graz	0.51	0.54	0.52	0.47	0.53	0.63	0.61	0.62	0.69	0.68	0.67	0.74
University of Innsbruck	0.53	0.52	0.39	0.51	0.62	0.60	0.65	0.61	0.57	0.58	0.55	0.57
University of Salzburg	0.52	0.53	0.54	0.53	0.51	0.62	0.59	0.62	0.69	0.70	0.68	0.74
University of Linz	0.26	0.22	0.22	0.27	0.35	0.47	0.40	0.47	0.43	0.47	0.47	0.49
University of Klagenfurt	0.36	0.36	0.56	0.54	0.69	0.65	0.65	0.75	0.74	0.72	0.74	0.71
Vienna University of Economics and Business	0.29	0.24	0.19	0.28	0.34	0.41	0.44	0.44	0.47	0.49	0.52	0.55
University of Veterinary Medicine Vienna	0.21	0.20	0.22	0.20	0.23	0.33	0.31	0.34	0.38	0.37	0.41	0.41
University of Natural Resources and Applied Life Sciences, Vienna	0.59	0.63	0.59	0.60	0.63	0.73	0.74	0.71	0.68	0.73	0.65	0.73
University for Continuing Education Krems	0.91	0.36	0.40	0.44	0.38	0.61	0.32	0.46	0.56	0.52	0.45	0.57
Vienna University of Medicine	0.28	0.30	0.37	0.40	0.38	0.44	0.50	0.52	0.56	0.57	0.56	0.61
Graz University of Medicine	0.27	0.32	0.35	0.33	0.35	0.29	0.38	0.41	0.41	0.51	0.56	0.55
Innsbruck University of Medicine	0.39	0.39	0.38	0.33	0.33	0.45	0.45	0.46	0.47	0.51	0.45	0.52
Vienna University of Technology	0.39	0.34	0.35	0.39	0.45	0.52	0.45	0.46	0.55	0.56	0.56	0.52
Graz University of Technology	0.22	0.32	0.22	0.22	0.23	0.32	0.31	0.37	0.42	0.41	0.43	0.37
University of Mining Leoben	0.24	0.45	0.37	0.18	0.18	0.32	0.16	0.18	0.16	0.22	0.29	0.28
University of Art and Industrial Design Linz	1.09	1.01	1.11	1.01	1.02	1.01	0.92	0.90	0.82	0.84	0.86	0.76
University of Music and Dramatic Arts Mozarteum Salzburg	0.76	0.73	0.68	0.67	0.69	0.69	0.67	0.69	0.64	0.64	0.68	0.68
University of Music and Performing Arts Vienna	0.64	0.62	0.63	0.65	0.68	0.65	0.68	0.71	0.72	0.70	0.73	0.72
University of Music and Dramatic Arts Graz	0.71	0.71	0.75	0.73	0.75	0.76	0.78	0.76	0.71	0.71	0.70	0.74
University of Applied Arts Vienna	0.82	0.76	0.74	0.80	0.80	0.81	0.87	0.93	0.94	0.80	0.80	0.80
Academy of Fine Arts Vienna	0.76	1.00	0.97	0.95	1.05	0.94	1.05	0.91	0.97	0.97	1.02	1.02
Total (adjusted)	0.49	0.48	0.49	0.49	0.53	0.58	0.60	0.61	0.63	0.63	0.62	0.65

Source: unidata

**TABLE 5**  
**Gender pay gap (GPG)—university professors (§ 98 UG 2002) (2010–2015)**

	2010	2011	2012	2013	2014	2015
University of Vienna	91.9%	94.9%	92.4%	93.2%	93.0%	91.3%
University of Graz	88.2%	92.0%	93.7%	91.2%	90.6%	90.0%
University of Innsbruck	92.2%	94.9%	96.6%	99.4%	96.8%	95.7%
University of Salzburg	91.2%	93.1%	92.5%	93.0%	91.0%	91.0%
University of Linz	82.7%	88.2%	83.7%	84.5%	87.5%	88.4%
University of Klagenfurt	85.0%	81.4%	83.7%	84.9%	84.4%	82.8%
Vienna University of Economics and Business	89.7%	87.8%	88.3%	86.3%	90.8%	84.3%
University of Veterinary Medicine Vienna	100.1%	98.3%	92.9%	91.8%	93.0%	89.2%
University of Natural Resources and Applied Life Sciences, Vienna	93.4%	91.4%	93.4%	92.6%	93.7%	93.8%
University for Continuing Education Krems	–	–	–	77.7%	85.0%	88.7%
Vienna University of Medicine	96.0%	98.8%	98.4%	98.8%	96.7%	98.0%
Graz University of Medicine	84.3%	83.9%	88.9%	84.9%	93.7%	91.2%
Innsbruck University of Medicine	98.3%	102.8%	143.1%	120.2%	121.3%	120.4%
Vienna University of Technology	90.5%	94.0%	89.0%	89.0%	92.0%	91.4%
Graz University of Technology	85.8%	81.8%	84.7%	83.6%	80.3%	87.5%
University of Mining Leoben	–	–	–	–	–	–
University of Art and Industrial Design Linz	95.4%	100.2%	95.0%	94.2%	93.5%	100.7%
University of Music and Dramatic Arts Mozarteum Salzburg	96.4%	95.5%	97.8%	99.9%	89.9%	88.5%
University of Music and Performing Arts Vienna	97.5%	97.5%	95.5%	99.8%	98.4%	97.1%
University of Music and Dramatic Arts Graz	97.1%	95.9%	99.8%	103.3%	111.6%	102.9%
University of Applied Arts Vienna	83.7%	91.1%	91.2%	94.3%	100.4%	102.2%
Academy of Fine Arts Vienna	89.0%	93.2%	90.6%	92.1%	92.6%	90.3%

GPG = gender pay gap (women's salaries correspond to ... % of men's salaries); - = for n ≤ 3 women, no GPG was calculated. Source: unidata

TABLE 6

Gender pay gap (GPG)—university professors (§ 98 UG 2002—collective agreement or civil servant/contractual agreement) (2016)

	§ 98 coll. prof	§ 98 old prof
University of Vienna	94.9%	86.8%
University of Graz	96.3%	89.5%
University of Innsbruck	87.7%	92.9%
University of Salzburg	92.2%	82.8%
University of Linz	89.4%	–
University of Klagenfurt	90.8%	78.6%
Vienna University of Economics and Business	89.1%	92.6%
University of Veterinary Medicine Vienna	93.0%	–
University of Natural Resources and Applied Life Sciences, Vienna	94.7%	–
University for Continuing Education Krems	–	80.7%
Vienna University of Medicine	100.4%	138.5%
Graz University of Medicine	91.4%	–
Innsbruck University of Medicine	135.9%	100.1%
Vienna University of Technology	97.6%	–
Graz University of Technology	91.4%	–
University of Mining Leoben	–	–
University of Art and Industrial Design Linz	98.1%	–
University of Music and Dramatic Arts Mozarteum Salzburg	100.6%	93.5%
University of Music and Performing Arts Vienna	101.2%	101.9%
University of Music and Dramatic Arts Graz	112.1%	97.9%
University of Applied Arts Vienna	95.7%	91.3%
Academy of Fine Arts Vienna	94.1%	–

GPG = gender pay gap (women's salaries correspond to ... % of men's salaries); - = for n ≤ 3 women, no GPG was calculated.

98 coll. prof = university professors (§ 98 UG 2002, collective agreement); 98 old prof = university professors (§ 98 UG 2002, civil servant or contractual agreement). Source: unidata

TABLE 7

Composition of university of applied sciences executive management teams by gender (2017)

	Members				Chairpersons		Deputy Chairpersons	
	women	men	total	women in %	women	men	women	men
University of Applied Sciences BFI Vienna	4	0	4	100%	1	0	–	–
University of Applied Sciences Burgenland	0	1	1	0%	0	1	–	–
University of Applied Sciences Campus Wien	0	2	2	0%	0	1	0	1
University of Applied Sciences Campus O2	1	1	2	50%	1 <sup>2)</sup>	1	–	–
University of Applied Sciences for Health Professions Upper Austria	1	0	1	100%	1 <sup>3)</sup>	0	–	–
University of Applied Sciences Joanneum	1	6	7 <sup>4)</sup>	14%	0	2	–	–
University of Applied Sciences Carinthia	0	10 <sup>1)</sup>	10 <sup>4)</sup>	0%	0	1	–	–
University of Applied Sciences Kufstein	0	2	2	0%	0	1	0	1
University of Applied Sciences Upper Austria	1	5	6 <sup>4)</sup>	17%	0	1	–	–
University of Applied Sciences Salzburg	1	1	2	50%	1	1	–	–
University of Applied Sciences St. Pölten	1	3	4 <sup>4)</sup>	25%	1	1	–	–
University of Applied Sciences Technikum Wien	2	1	3	67%	1	1	1	0
University of Applied Sciences Vorarlberg	3	1	4 <sup>4)</sup>	75%	0	1	0	0
University of Applied Sciences FH Wiener Neustadt	0	3	3	0%	0	1	0	2
Ferdinand Porsche Fern FH	0	1	1	0%	0	1	–	–
Health University of Applied Sciences Tyrol	1	1	2	50%	0	1 <sup>3)</sup>	1 <sup>3)</sup>	0
University of Applied Sciences for Management and Communication	0	1	1	0%	0	1	–	–
IMC University of Applied Sciences Krems	1	1	2	50%	1	1	–	–
Lauder Business School	0	1	1	0%	0	1	–	–
MCI Management Center Innsbruck	0	1	1	0%	0	1 <sup>1)</sup>	–	–
Federal Ministry of Defence	0	1	1	0%	0	1	–	–
<b>Total</b>	<b>17</b>	<b>43</b>	<b>60</b>	<b>28%<sup>5)</sup></b>	<b>7</b>	<b>19</b>	<b>2</b>	<b>4</b>

(1) Double occupancy of positions for one person in the rectorate and the executive management team; (2) Triple occupancy of positions in the rectorate, executive management team and board; (3) Double occupancy of positions on the board and in the executive management team; (4) Extended group around the executive management team (managers and directors); (5) Average share of women. Source: internet search, own calculations, as of October/November 2017.

TABLE 8

## Composition of university of applied sciences boards and rectorates by gender (2017)

		Members			
		women	men	total	women in %
University of Applied Sciences BFI Vienna	Board	6	11	17	35%
	Rectorate	1	1	2	50%
University of Applied Sciences Burgenland	Board	4	6	10	40%
	Rectorate	1	1	2	50%
University of Applied Sciences Campus Wien	Board <sup>(1)</sup>	0	0	0	0
	Rectorate	1	2	3	33%
University of Applied Sciences Campus O2	Board	5	13	18	28%
	Rectorate	1	1	2	50%
University of Applied Sciences for Health Professions Upper Austria	Board	13	5	18	72%
	Rectorate	–	–	–	–
University of Applied Sciences Joanneum	Board	5	12	17	29%
	Rectorate	0	1	1	0%
University of Applied Sciences Carinthia	Board	4	15	19	21%
	Rectorate	0	2	2	0%
University of Applied Sciences Kufstein	Board	4	14	18	22%
	Rectorate	–	–	–	–
University of Applied Sciences Upper Austria	Board	4	14	18	22%
	Rectorate	–	–	–	–
University of Applied Sciences Salzburg	Board	4	14	18	22%
	Rectorate	0	3	3	0%
University of Applied Sciences St. Pölten	Board	6	12	18	33%
	Rectorate	–	–	–	–
University of Applied Sciences Technikum Wien	Board	6	12	18	33%
	Rectorate	0	3	3	0%
University of Applied Sciences Vorarlberg	Board	5	13	18	28%
	Rectorate	3	3	6	50%
University of Applied Sciences Wiener Neustadt	Board	5	13	18	28%
	Rectorate	–	–	–	–
Ferdinand Porsche Fern FH	Board	11	7	18	61%
	Rectorate	–	–	–	–
Health University of Applied Sciences Tyrol	Board	15	2	17	88%
	Rectorate	–	–	–	–
University of Applied Sciences for Management and Communication <sup>(5)</sup>	Board	7	9	16	44%
	Rectorate	–	–	–	–
IMC University of Applied Sciences Krems	Board	0 <sup>(1)</sup>	0 <sup>(1)</sup>	0 <sup>(1)</sup>	0 <sup>(1)</sup>
	Rectorate	1	1	2	50%
Lauder Business School	Board	4	8	12	33%
	Rectorate	–	–	–	–
MCI Management Center Innsbruck	Board	4	14	18	22%
	Rectorate	0	1	1	0%
Federal Ministry of Defence	Board	1	17	18	6%
	Rectorate	–	–	–	–
Total	Board	113	211	326	32% <sup>(6)</sup>
	Rectorate	5	14	19	26% <sup>(6)</sup>

Chairpersons			Deputy Chairpersons		
women	men	total	women	men	total
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	0	0	0	0	0
1	0	1	0	2	2
1 <sup>(2)/(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
1 <sup>(2)/(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
1	0	1	1 <sup>(4)</sup>	0	1
–	–	–	–	–	–
0	1 <sup>(3)</sup>	1	–	–	–
0	1 <sup>(3)</sup>	1	–	–	–
0	1 <sup>(3)</sup>	1	0	1 <sup>(3)</sup>	1
0	1 <sup>(3)</sup>	1	0	1 <sup>(3)</sup>	1
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	1 <sup>(3)</sup>	1	1 <sup>(3)</sup>	0	1
0	1	1	1	0	1
–	–	–	–	–	–
0	1 <sup>(3)</sup>	1	0	1 <sup>(3)</sup>	1
0	1 <sup>(3)</sup>	1	0	2 <sup>(3)</sup>	2
1	0	1	0	1	1
–	–	–	–	–	–
0	1 <sup>(3)</sup>	1	0	1 <sup>(3)</sup>	1
0	1 <sup>(3)</sup>	1	0	2 <sup>(3)</sup>	2
1 <sup>(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
1 <sup>(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
0	1	1	1	0	1
–	–	–	–	–	–
0	1	1	1	0	1
–	–	–	–	–	–
1 <sup>(4)</sup>	1 <sup>(4)</sup>	2	0	0	0
–	–	–	–	–	–
1	0	1	1	0	1
–	–	–	–	–	–
1 <sup>(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
1 <sup>(3)</sup>	0	1	0	1 <sup>(3)</sup>	1
2	0	2	0	0	0
–	–	–	–	–	–
0	1	1	1	0	1
0	1 <sup>(2)</sup>	1	0	0	0
0	2	2	0	0	0
–	–	–	–	–	–
9	14	23	9	7	16
4	8	12	3	10	13

(1) The members of the board cannot be identified in person on the university of applied science's website; (2) Double occupancy of positions in the rectorate and the executive management team; (3) Double occupancy of positions in the rectorate and on the board; (4) Double occupancy of positions on the board and in the executive management team; (5) As of 2012; (6) Average share of women. Source: internet search, as of October/November 2017.



# Imprint

## Owner and Publisher:

Austrian Federal Ministry of Education, Science and Research  
Minoritenplatz 5, 1010 Vienna, Austria  
+43 1 531 20-0  
bmbwf.gv.at

## Authors:

Angela Wroblewski, Angelika Striedinger  
IHS – Institut für Höhere Studien | IHS – Institute for Advanced Studies

**Photo credits:** Martin Lusser

**Translation:** Angela Dickinson

**Layout:** HammerAlbrecht GmbH

**Illustration:** Christine Rösch

Vienna, 2018





“It is impossible to imagine the future of science and research without gender equality—because that would be the past.”

EVA BLIMLINGER,  
PRESIDENT OF UNIVERSITIES AUSTRIA