

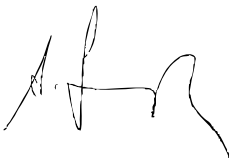
2025-2027

# Gender equality plan

The German version of the gender equality plan was translated into English using artificial intelligence (DeepL). The translation was subsequently reviewed and revised.

# Gender equality plan

At the University of Applied Sciences Wiener Neustadt, we live out and support equal opportunities, diversity and inclusion as well as the compatibility of work and family life. As an employer, educational partner and in our university missions of research, teaching and knowledge transfer, we contribute to the implementation of the United Nations‘ Sus-tainable Development Goals.



**Mag. (FH) Axel Schneeberger**
Interim Management FHWN



**Mag. Christoph Kuen**
Interim Management FHWN



**DI (FH) Helmut Loibl, MSc**
Management FOTEC



**Dipl.-Ing. Christian Dusek**
Head of the FHWN Academic Board

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# Introduction

Founded in 1994, University of Applied Sciences Wiener Neustadt (FH Wiener Neustadt) was the first university of applied sciences in Austria and is currently the largest of its kind in Lower Austria. It offers more than 40 Bachelor's and Master's degree programmes within five faculties (Business, Engineering, Health, Sport and Security) and at five differ-ent locations (Wiener Neustadt, Wieselburg, Tulln, Salzburg and Vienna).

The research subsidiary FOTEC Forschungs- und Technologietransfer GmbH was founded in 1998. The function of FOTEC is to support the technical degree programmes at FH Wiener Neustadt in both the initiation and implementation of their research and de-velopment projects.

The entire network of FH Wiener Neustadt is committed to equality, equal treatment and diversity and has implemented the promotion thereof in its culture, processes and struc-tures.

This Gender Equality Plan (GP) for the entire network of FH Wiener Neustadt has the fol-lowing objectives:

- Establishment of a gender and diversity-specific key performance indicator system and development of gender and diversity monitoring
- Collecting and analysing gender and diversity-specific key indicators
- Identification and development of strategies, goals and policies
- Documentation of progress based on indicators[1]

After an initial analysis of the environment which describes the external and internal frameworks, the gender and diversity-specific key figures on which this report is based are described and the results of the analysis of selected data are presented. Building on this, measures for achieving the goals which have been identified are subsequently de-scribed.

Inspiration and orientation for the development of this gender equality plan were publica-tions from the European Institute for Gender Equality (EIGE1), the announcement from the European Commission „A Reinforced European Research Area Partnership for Excel-lence and Growth" (COM, 2012, 0392 final ), national strategic documents for the further development of the University of Applied Sciences (UAS) sector, rules and regulations for participation in Horizon Europe as well as the work of the Working Committee for Gender Equality and Diversity of the UAS Wiener Neustadt and the working group Gender and Diversity Indicators of the Austrian UAS Conference.

The **following stakeholders** were involved in the development of this document:

- the Working Committee for Equality and Diversity (analysis of gender and diversi-ty-specific key figures; de-velopment of a proposal for measures based on the data presented in this report, focus groups with employees as well as event-driven con-siderations; documentation from measures implemented in previous years)
- the management of FH Wiener Neustadt
- the HR department of FH Wiener Neustadt
- FOTEC (provision of data about the organisation).
- the Academic Board of FH Wiener Neustadt

[1] https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep

[2] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52012DC0392

# Environmental analysis

## Description of the external framework

Within Europe, **Austria ranks 10th** in the 2023 edition of the **Gender Equality Index**[3] with 71.2 out of 100 points. Austria is 1 point above the EU average and has improved by 12.5 points since 2010.

### Federal Equal Opportunities Act

One of the first milestones in Austria was the **„Act on Equal Treatment of Women and Men in the Determination of Remuneration“**, which was passed in **1979**. The Federal Act on Equal Treatment came into force in 1993.

On 1 July 2004, the new F**ederal Equal Opportunities Act** (GlBG 2004[4])), which integrates Directive 2000/43/EC (Anti-Racism Directive) and Directive 2000/78/EC (Equal Treatment Framework Directive) into the existing equal treatment laws, replaced these laws. The core of the law, which applies to both the private sector and other areas, is the principle of equal treatment, which **obliges employers and em-ployees to ensure the necessary equal treatment in their scope of activity**. It also clarifies terms such as sexual harassment, general harassment in the workplace and dis-crimination as well as accompanying measures; it also lists important or typical case constellations as special offences. These include, among other things, the application for and establishment of an employment contract, vocational training and further training measures, career advancement and the termination of the employment contract[5].

### Universities of Applied Sciences Act

**The Universities of Applied Sciences Act (FHG)**[6] applies to universities of applied sci-ences. Section 2(5) of this Act states: „The upholders shall observe gender equality and gender balance in all positions and functions“. These aspects should also be given spe-cial consideration in development plans (§ 8(2),1, FHG). In contrast to universities, the tasks and functions of equal opportunities officers at universities of applied sciences are not regulated by law.

### University of Applied Sciences Development and Financing Plan 2023/24 - 2025/26, Austrian University Plan 2030, National Disability Action Plan 2022-2030, RTI Strate-gy 2030

In addition to the **Austrian University Plan 2030**[7] (strategic overall management document, which, among other things, defines targets for the proportion of women in key positions by 2030; p. 16f), the **UAS Development and Funding Plan 2023/24 - 2025/26**[8] is a strategic planning document with qualitative and quantitative objectives aimed at the further development of universities of applied sciences

In the **UAS development and funding plan 2023/24 - 2025/26, equality and diversity management (p. 14ff)** is anchored as a central profile-giving pillar of UAS and the im-plementation of „equality and diversity manage-

[3] https://eige.europa.eu/gender-equality-index/2023/country/AT

[4] https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2004_I_66

[5] https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20003395

[6] https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009895

[7] https://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/hochschulplan.html

[8] https://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/FH-Entwicklungsplan.html

ment as a cross-cutting issue in the core areas of the UAS" (p. 14) is aimed towards. In addition to balanced gender representation within the institutions, the expansion of gender and diversity competence of UAS members is also defined as a central goal (p. 15). Further strategic fields of action in the UAS Development and Funding Plan 2023/24 - 2025/26 (p. 16) concern the promotion of **social permeability** and **a mix of different social strata** (see also National Strategy for the Social Dimension in Higher Education Retention 2017) amongst students.

With reference to the **UN Convention on the Rights of Persons with Disabilities** and the **National Action Plan (NAP) on Disability 2022-2030**, „equality of persons with disabilities and health impairments and accessibility in teaching and research" (p. 86) is defined as an important goal (p. 16f)

Furthermore, measures are to be developed and implemented to increase the number of **female graduates in STEM degree programmes** (see Goal 3 of the Federal Government's RTI Strategy 2030 for Research, Technology and Innovation[9]).

## Research funding programmes: Horizon Europe requirements

**Horizon Europe**[10] fordert von Antragstellenden Folgendes (four mandatory process-related requirements):

- **Gender equality plan (GEP):** The GEP is a formal document that must be published on the organisation's website, signed by top management and actively communicated throughout the organisation.
- **Dedicated resources**: Appropriate resources and expertise must be provided for the implementation of the GEP.
- **Data collection and monitoring**: The organisation must collect gender-specific data from employees and students and prepare annual reports based on relevant indicators.
- **Training:** The gender equality plan must include awareness-raising and training activities on gender equality (e. g. training on unconscious gender bias, communicative activities, thematic or group-focussed training). These activities should involve the whole organisation and be an evidence-based, continuous and long-term process.

Further recommendations (non-mandatory) relate to the following topics:

- Work-life balance and organizational culture
- Gender balance in leadership and decision-making
- Gender equality in recruitment and career progression
- Integration of gender dimension into research and teaching content
- Measures against gender-based violence, including sexual harassment

[8] https://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/FH-Entwicklungsplan.html

[9] https://www.bundeskanzleramt.gv.at/themen/forschungskoordination_fti.html

[10] https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-232129669

## Description of the internal framework

As gender is only one of several diversity dimensions, the working committee is called the „Working Committee for Equality & Diversity"[11] and thus supports the organisation's claim to cover equality in a broader sense. The organisation strives to do justice to such a broader concept of equality. The equality plan is part of the article of the statutes.

**The Sustainability Strategy 2030 of the Wiener Neustadt University of Applied Sciences**[12] also refers to the importance of gender equality and diversity. It speaks of a „central social sustainability goal" (p. 6).

By signing the **Diversity Charter**[13,14] in February 2017, the university committed itself to actively promoting the recognition, appreciation and integration of diversity within and outside its sphere of influence and to respecting all members of society, regardless of gender, age, origin and skin colour, sexual orientation, religion or ideology or physical or mental disability. The Diversity Charter

- raises awareness of the broad benefits of diversity in business and society,
- promotes discourse between the interest groups,
- promotes learning on the basis of best practice examples,
- sets quality standards in diversity management,
- removes taboos from people and groups who are still economically and socially disadvantaged,
- increases mutual respect, tolerance and appreciation in companies and organisa-tions,
- stimulates the formation of new networks and co-operations and
- enables benchmarking.

In 2011, the Academic Board of the University of Applied Sciences established a **Gender & Diversity Officer** as a contact person, who has been supported by a **Gender & Diver-sity Working Group** since 2016. At the end of 2021, the Academic Board established the **„Working Committee for Gender Equality and Diversity"**, which provides strategic advice on gender equality issues to the University of Applied Sciences' Board of Governors and the Academic Board and carries out the preparatory work required for decision-making (Academic Board Rules of Procedure §5 and §7 (6)).

The current Equal Opportunities and Diversity Working Committee is made up of 8 people (representatives from the Faculties of Business, Health and Sport as well as representatives from Human Resources, FOTEC, the Academic Board and students). Appropriate time resources are available for the committee's work. A corresponding allocation of working hours per member has been agreed on. The working committee meets at least once a semester.

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[11] https://www.fhwn.ac.at/ueber-uns/gender-diversity und https://www.fhwn.ac.at/ueber-uns/fh-kollegium#mitglieder

[12] https://www.fhwn.ac.at/downloads

[13] https://www.wko.at/charta-der-vielfalt/start

[14] https://www.integrationsprojekte-oesterreich.at/projekt/charta-der-vielfalt.html

The **working committee's functions** are:

- Development of an equal opportunities plan
- Development of gender and diversity-specific key figures, analysis of existing data and reporting thereupon
- Preparation of a proposal for measures and preparatory activities
- Advising the university management on gender and diversity issues,
- Supporting the HR department with gender and diversity projects,
- Networking and cooperation with institutions that deal with gender equality and the promotion of women
- Contact for students, employees and staff with regard to equality and diversity is-sues

In November 2017, the University of Applied Sciences Wiener Neustadt was awarded the entry-level certificate for passing the **„universityandfamily" audit**. Three years later, in November 2020, the University of Applied Sciences' continuous efforts were rewarded with the full audit certificate.

In October 2021, the Chief Operating Officer and the Works Council representative signed an addendum to the existing employment, which also regulates **home office provisions** since the COVID-19 pandemic and enables all employees, regardless of the ex-tent of their weekly working hours, to work up to 50% of these hours at a location other than one of the FH Wiener Neustadt sites. Similar regulations for working from home have also been made for FOTEC.

We are currently working on the development and implementation of a **career and salary model** for academic staff. As part of a participatory process, employees from various organisational units have been involved in the development of this.

# Data basis and analysis

The analyses of selected indicators are presented below, which in turn are based on the indicators proposed by the Gender and Diversity Indicators Working Group of the Austrian UAS Conference.

The allocation of the individual degree programmes to subject groups (see figures in the appendix) is based on a decision by the Academic Board. If some of the data contain case numbers of less than five, the results are not presented. This applies to data on graduates of military and police science Bachelor's degree programmes, active students of social science Bachelor's degree programmes, active students, graduates of military and police science Master's degree programmes as well as staff in the management employment group and full-time academic teaching and research staff in social science as well as military and police science degree programmes.

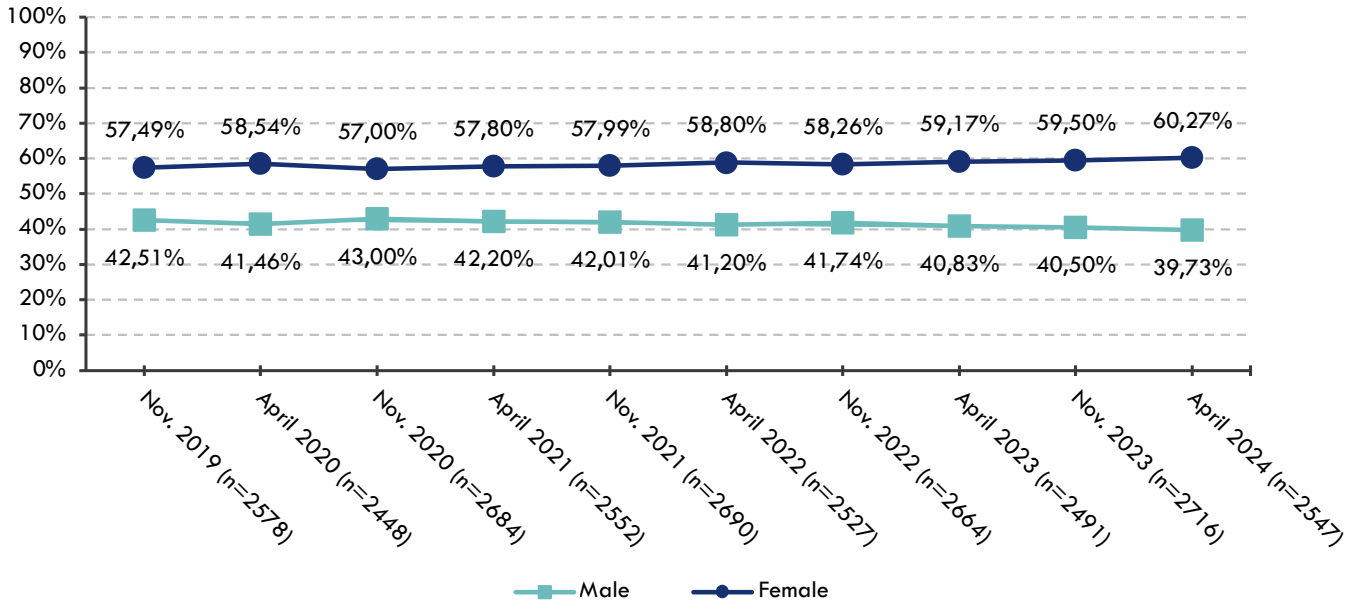
## Aktiv Studierende, Absolventen und Absolventinnen der Fachhochschule Wiener Neustadt

In recent years, the proportion of women has been higher than that of men both amongst active students (see Figure 1) and amongst graduates (see Figure 2) in Bachelor's degree programmes. In the Master's degree programmes, there are slight differences with slightly higher proportions of women amongst both active students (see Figure 3) and amongst graduates (see Figure 4).

Particularly in the Bachelor's degree programmes in health sciences (see Figure 10, Figure 11), Bachelor's and Master's degree programmes in natural sciences (see Figure 17, Figure 18, Figure 19, Figure 20) and Bachelor's and Master's degree programmes in economics (see Figure 21, Figure 22, Figure 23, Figure 24), the proportion of women among active students and graduates has been higher than that of men through the years (in the academic year 2021/2022, the gender ratio among graduates of Master's degree programmes in the natural sciences was 50:50 see Figure 20). In the engineering Bachelor's and Master's degree programmes (see Figure 12, Figure 14) and in the military and police science Bachelor's degree programmes (see Figure 16) on the other hand, the proportion of men amongst active students has been higher than that of women through the years. In the engineering Bachelor's and Master's degree programmes (see Figure 13, Figure 15), the proportion of male graduates is also consistently higher than that of women through the years.

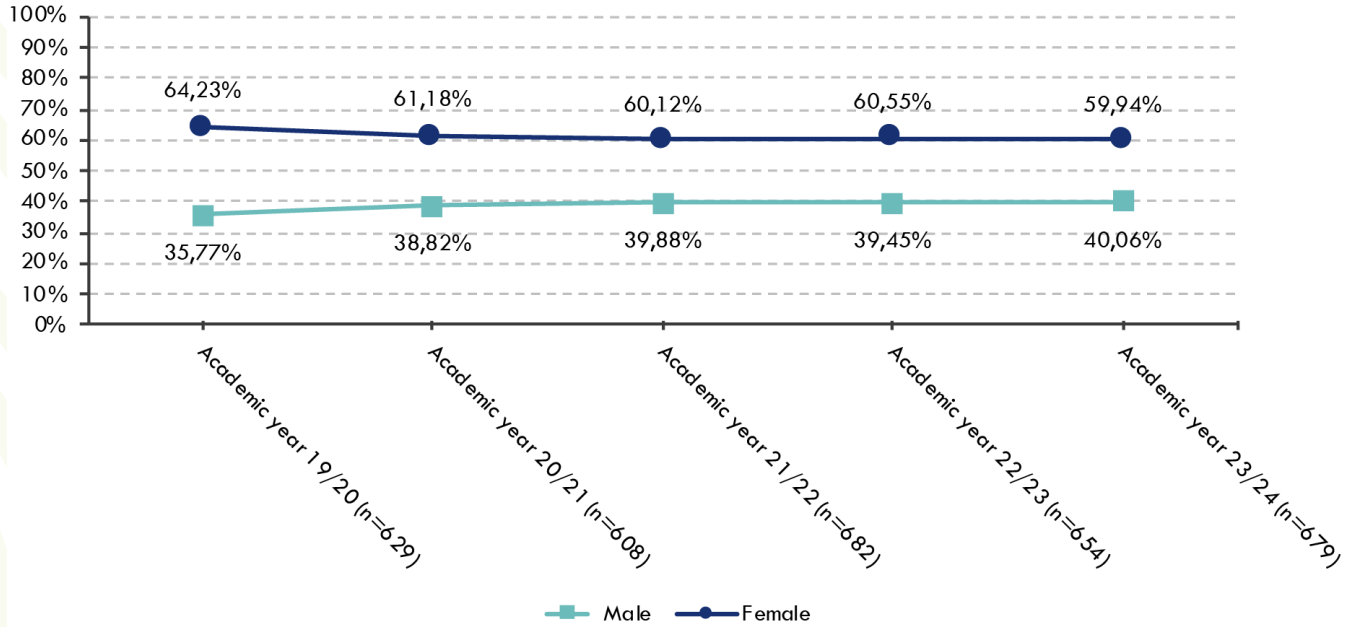
## Active students in the Bachelor‘s degree programmes

Figure 1 : Active students in Bachelor‘s degree programmes by gender and survey period



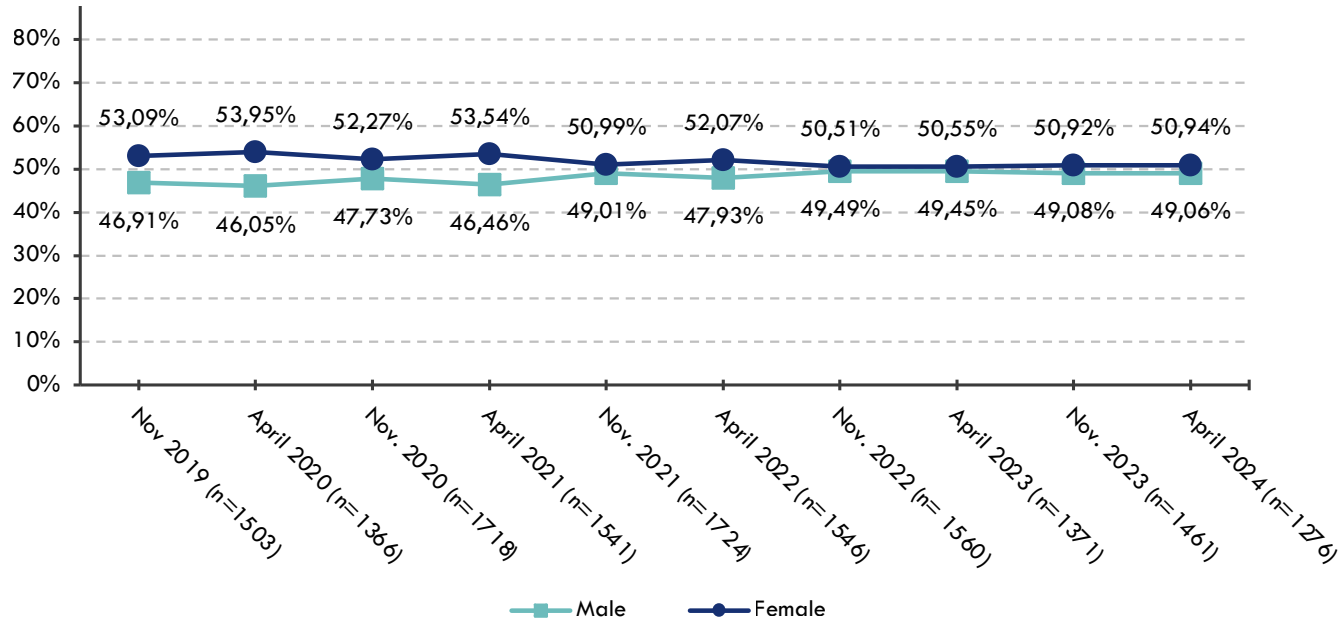

## Graduates of Bachelor‘s degree programmes

Figure 2 : Graduates of Bachelor‘s degree programmes by gender and survey period



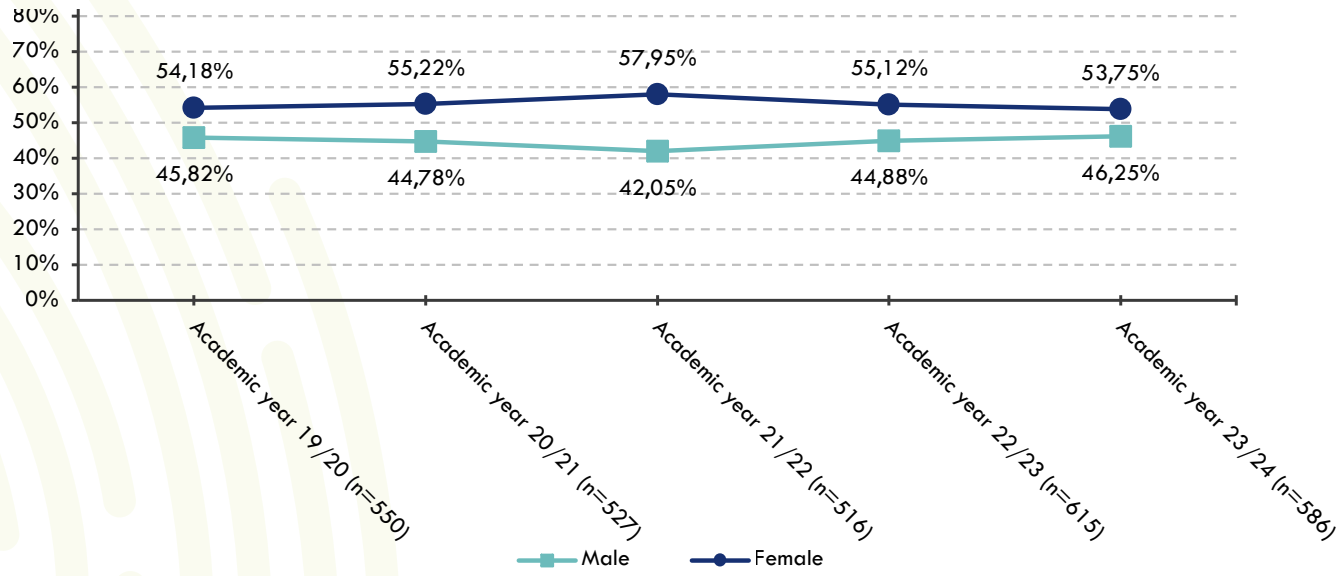
## Active students in the Master's degree programmes

Figure 3 : Active students in the Master's degree programmes by gender and survey period




## Graduates of Master's degree programmes

Figure 4 : Graduates of Master's degree programmes by gender and survey period



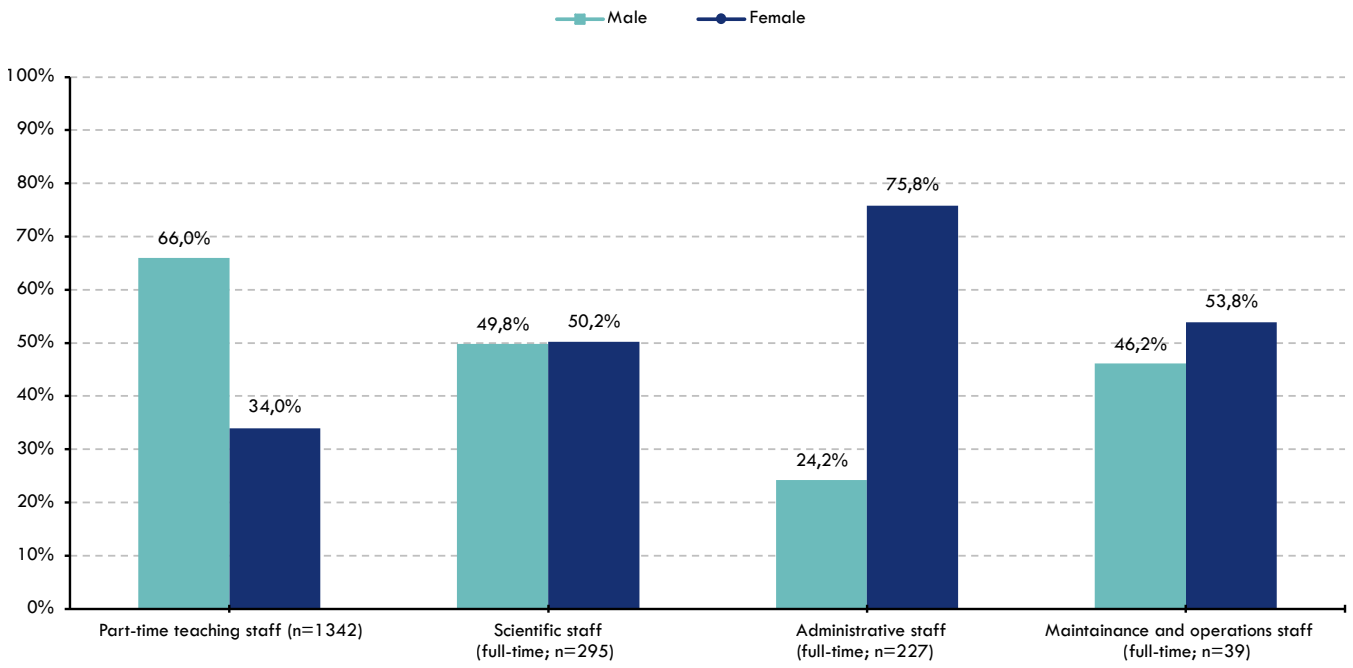
## Employees of the University of Applied Sciences Wiener Neustadt

The gender ratio of academic teaching and research staff is balanced as of 2024. Amongst part-time teaching staff, the proportion of men is higher than that of women and amongst administrative staff, the proportion of women is higher than that of men. There is a slightly higher proportion of women among maintenance and operations staff (main-taining and ensuring the organisation of the institution, see Figure 5)

In the health science degree programmes, the proportion of women is higher than that of men; in the engineering degree programmes, the proportion of men is higher. In the natu-ral sciences degree programmes, the proportion of men is slightly higher and in the eco-nomics degree programmes there are very small gender differences with a slightly higher proportion of women (see Figure 6).

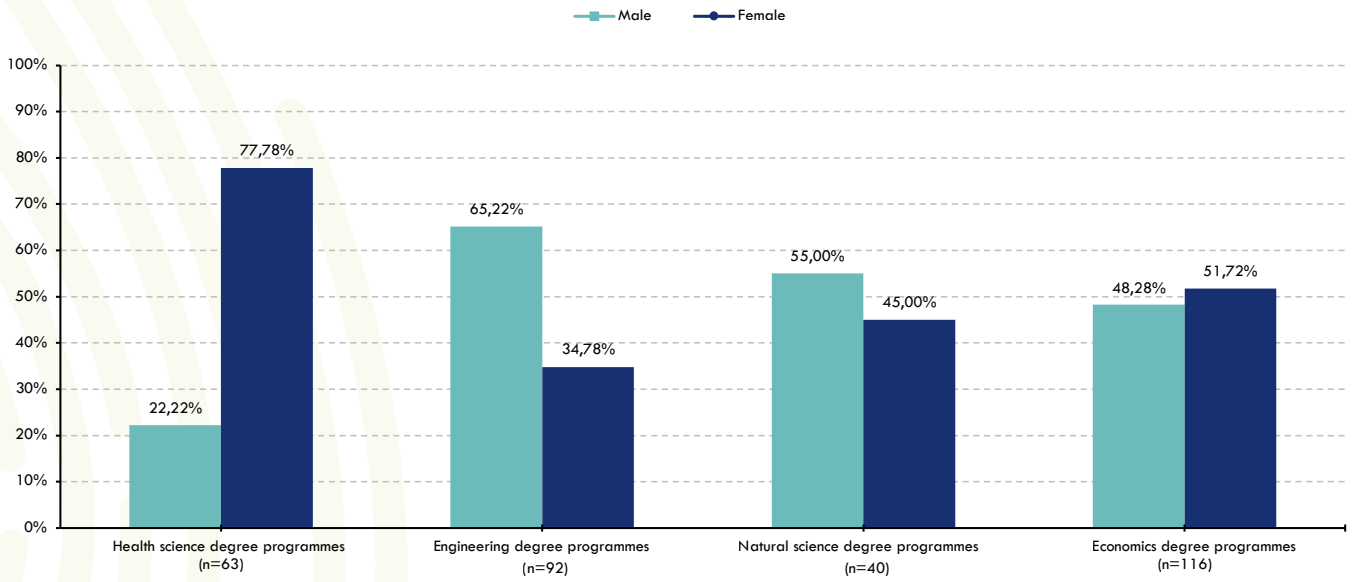
## Personnel: job categories (year 2024)

Figure 5: Staff employment groups by gender; for the full-time employment groups, only those persons were included in the analyses who have an employment status with the post-secondary educational institution or its sponsor („genuine employment contract"); persons assigned to the management employment group are not shown here due to the small number of cases; reference date 15.04.2024




## Full-time academic teaching and research staff by subject group (year 2024)

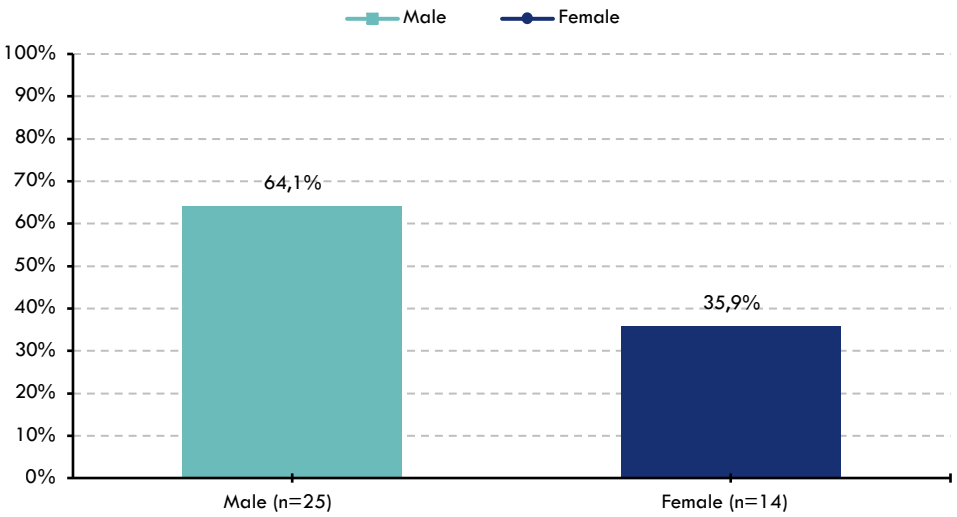
Figure 6 : Full-time academic teaching and research staff by subject group and gender; military and police science degree programmes and social science degree programmes are not shown due to the small number of cases; reference date 15.04.2024



## Study programme directors

As far as degree programme directors are concerned, the proportion of men in this posi-tion is higher than that of women (see Figure 7 ).

**Figure 7 : Heads of degree programmes by gender; people who head more than one degree programme are only counted once; reference date 15.04.2024**




In Table 1 the absolute numbers, in Figure 8 the relative values of full-time academic staff with the number of pro-gramme directors are compared. This shows that there is a pre-dominance of female employees and programme directors in the health science degree programmes. There are no female heads of degree programmes in the en-gineering sci-ence degree programmes, although approx. 1/3 of the academic staff are female. There are slightly more male employees in the natural sciences degree programmes but a bal-anced gender ratio among the heads of degree programmes. In the economics degree programmes, there is a relatively balanced gender ratio amongst academic staff (slightly more female staff) and slightly more male heads of degree programmes. Across all subjects, there is a predominance of male heads of degree programmes (see Figure 7) in relation to the relatively balanced gender ratio (slightly more female academic staff) amongst academic staff (see Figure 5).

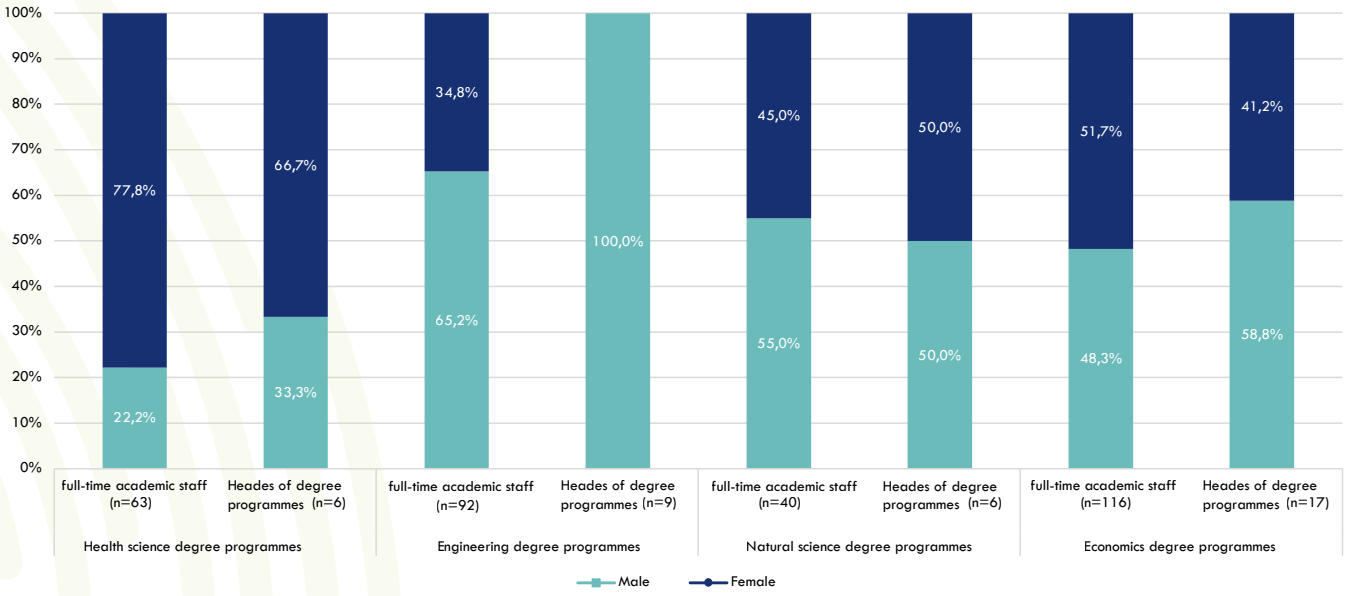
Table1 : Comparison of the number of full-time academic staff with the number of heads of degree programmes, bro-ken down by subject group

| | Anzahl hauptberufliches wissenschaftliches Personal | | Anzahl Studiengangsleitungen | |
|---|---|---|---|---|
| | Männlich | Weiblich | Männlich | Weiblich |
| Gesundheitswissenschaftliche Studiengänge | 14 | 49 | 2 | 4 |
| Ingenieurwissenschaftliche Studiengänge | 60 | 32 | 9 | 0 |
| Naturwissenschaftliche Studiengänge | 22 | 18 | 3 | 3 |
| Wirtschaftswissenschaftliche Studiengänge | 56 | 60 | 10 | 7 |
| **Gesamtergebnis** | **110** | **122** | **23** | **14** |

Notes: The figures from the military and police science degree programmes and the social science degree programmes are not shown due to the low number of cases among employees; as employees can work in several degree programmes in different subject groups, the figures in the overall result line do not necessarily correspond to the totals of the figures from the individual subject groups; for the full-time employment groups, only those persons were used for the analyses who have an employment status with the post-secondary educational institution or its sponsor („genuine employment contract"); persons who are assigned to the management employment group are not shown here due to the small number of cases. Reference date: 15.04.2024

## Comparison of full-time academic staff and programme directors by gender

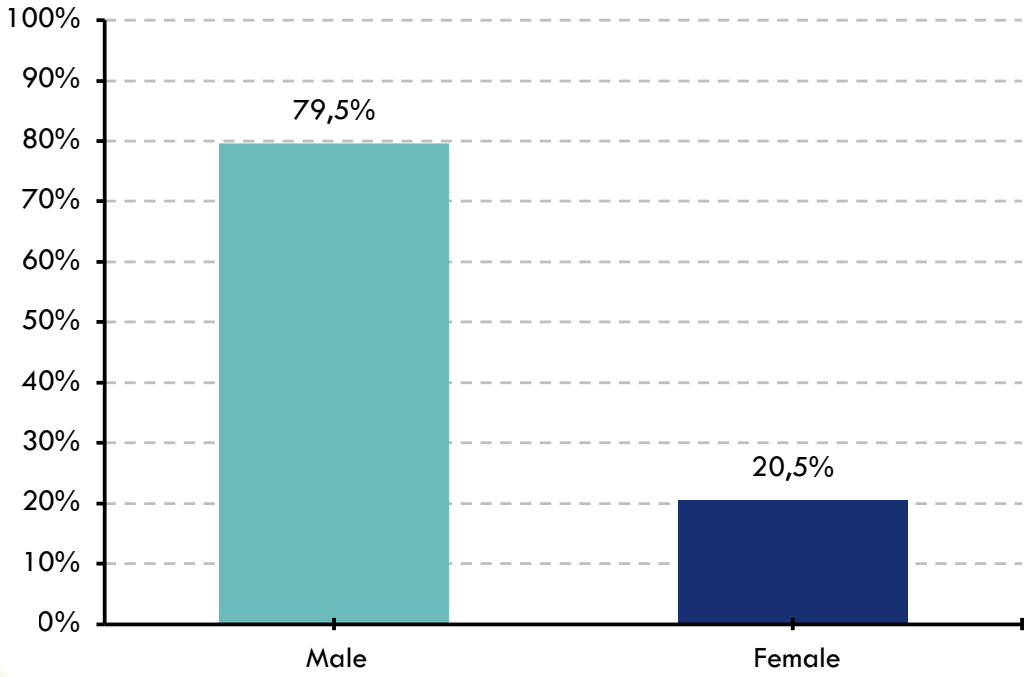
Figure 8 : Comparison of full-time academic staff and programme directors by gender and subject group (note: as the absolute number of programme directors is very low in some subject groups (less than 10 people), the percentages should be interpreted in combination with the absolute figures)



## Employees of FOTEC

Due to the small number of administrative staff at FOTEC, these groups are presented together with the scientific staff. At FOTEC, the proportion of male staff is higher than the proportion of female staff (see Figure 9).

Figure 9 : Scientific and administrative staff together by gender at FOTEC; reference date 15.04.2024



# Targets to be reached by 2027

The following **objectives** are being pursued and the following **policy packages** derive from them:

- Establishment of a process for dealing with equality and diversity issues within the UAS
- Expansion of HR development programmes for employees
- Further development of the gender and diversity indicator system
- Preparation of an annual report on gender-specific data on/from employees and students based on relevant indicators
- Further development of support services for students and measures to reduce the student drop-out rate
- Provision of various types of information for employees and students on gender and diversity-related topics

# Proposed measures

**Package of measures 1: Measures to counteract the drop-out rate amongst students**

Development of a format for students to help them cope better with the demands of eve-ryday student life.

1. **Lerncafé:** The Lerncafé is a programme for students that is open to all students (online or hybrid format). It provides information on psychological recommen-dations for students as well as content to support them when coping with their day-to-day studies (learning strategies, time management, etc.).
2. Conducting qualitative focus groups with students and graduates who dropped out of their degree programmes in order to find out more about the challenges faced in everyday student life and the reasons for dropping out.

**Package of measures 2: Capacity building and awareness measures for staff and students** (see research funding programmes: Horizon Europe requirements ):

1. Implementation of **personnel development measures** on the following topics::
   - Intercultural competences for both employees and students
   - Development of an awareness programme for managers
   - how to deal fairly with people with chronic illnesses and disabilities

   Monitoring: biannual (twice yearly) personnel development report

2. **Information and sensitisation event for people in management positions:** The aim is to inform people in management positions about the concerns they or their employees can raise with the committee and the procedures to be followed. This information event could also focus on selected topics (e.g. prevalence of chronic diseases) in order to sensitise them to these issues.

**Package of measures 3: Provision of information and visibility of the Committee**

Development of **guidelines and information for teaching staff** about mental health, chronic illness, dealing with challenging situations in teaching and any other situation-related topics which should arise as well as provision of information regarding ongoing committee work on **NIK**

- Establishment of a process for dealing with equality and diversity issues within the UAS
- Provision of information about various equality and diversity topics
- Creation of a dedicated NIK page for the working committee to provide information for internal staff

**Package of measures 4: Gender and diversity indicators**

- Further development of the indicator system. As part of the implementation of the new career model at the UAS, this data should also be taken into account with re-gards to long-term monitoring. Preparation of an annual report on gender-specific data on employees and students based on relevant indicators (see research fund-ing programmes: Horizon Europe)

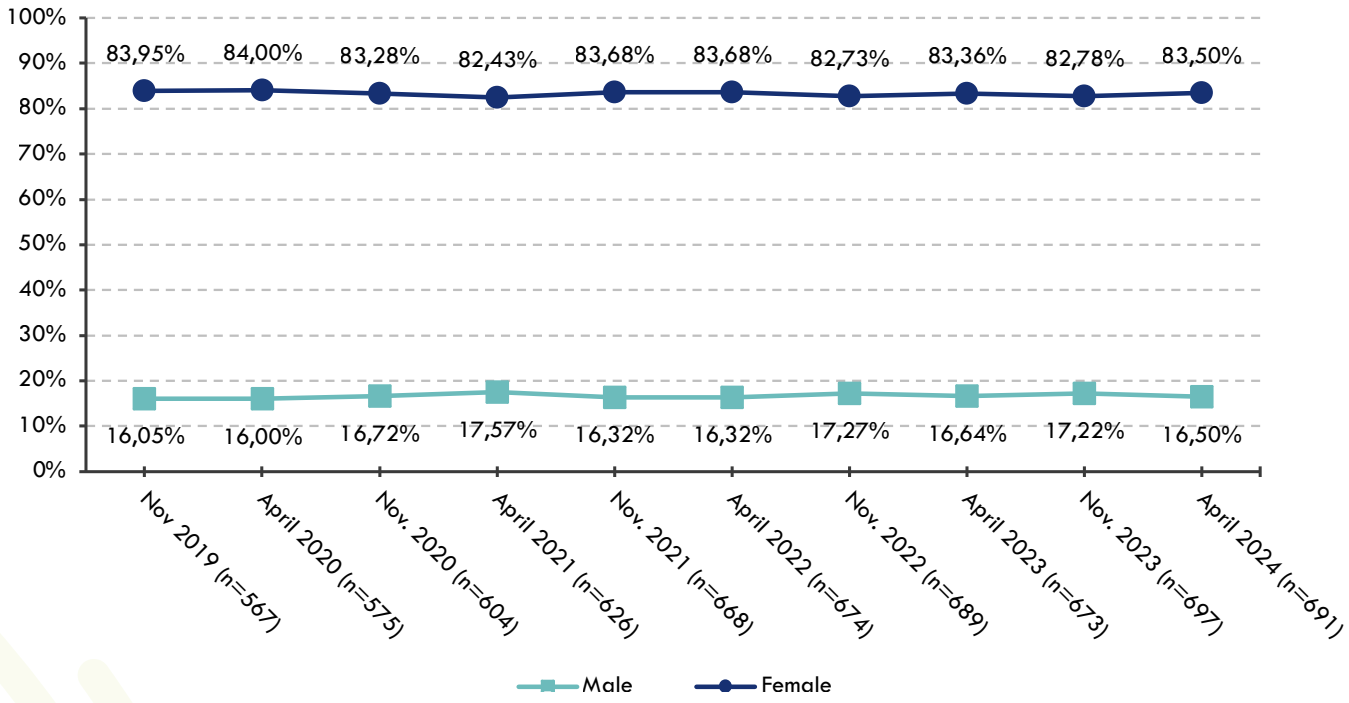
# Appendix

If some of the data contain case numbers of fewer than five persons, the results are not presented

## Aktiv Studierende, Absolventen und Absolventinnen in gesundheitswissenschaftlichen Studiengängen

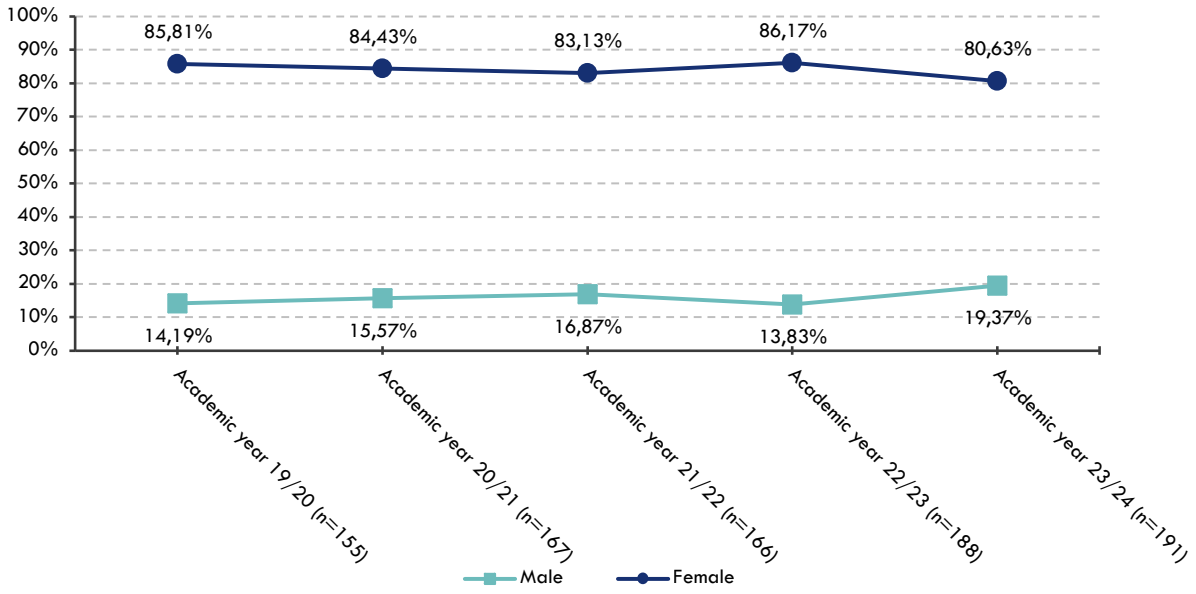
### Active students, graduates of health science degree programmes

Figure 10 : Active students in Bachelor's degree programmes in health sciences by gender and survey period



## Graduates of Bachelor‘s degree programmes in health sciences

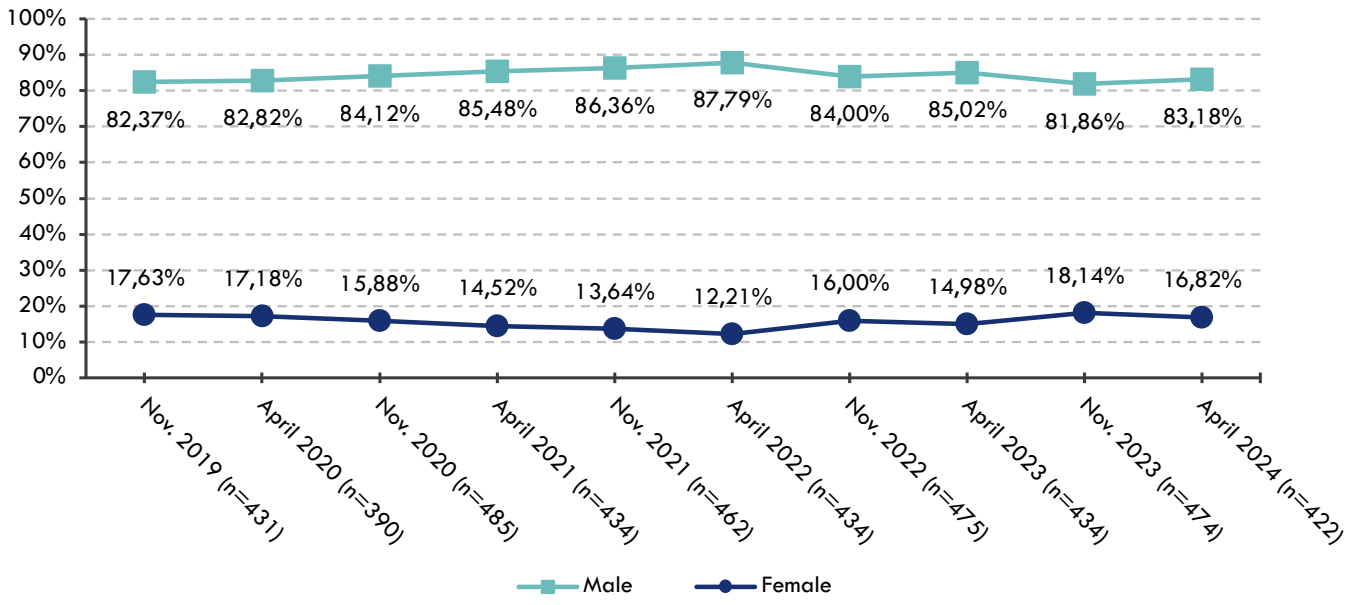
Figure 11 : Graduates of Bachelor‘s degree programmes in health sciences by gender and survey period




# Active students, graduates of engineering degree programmes

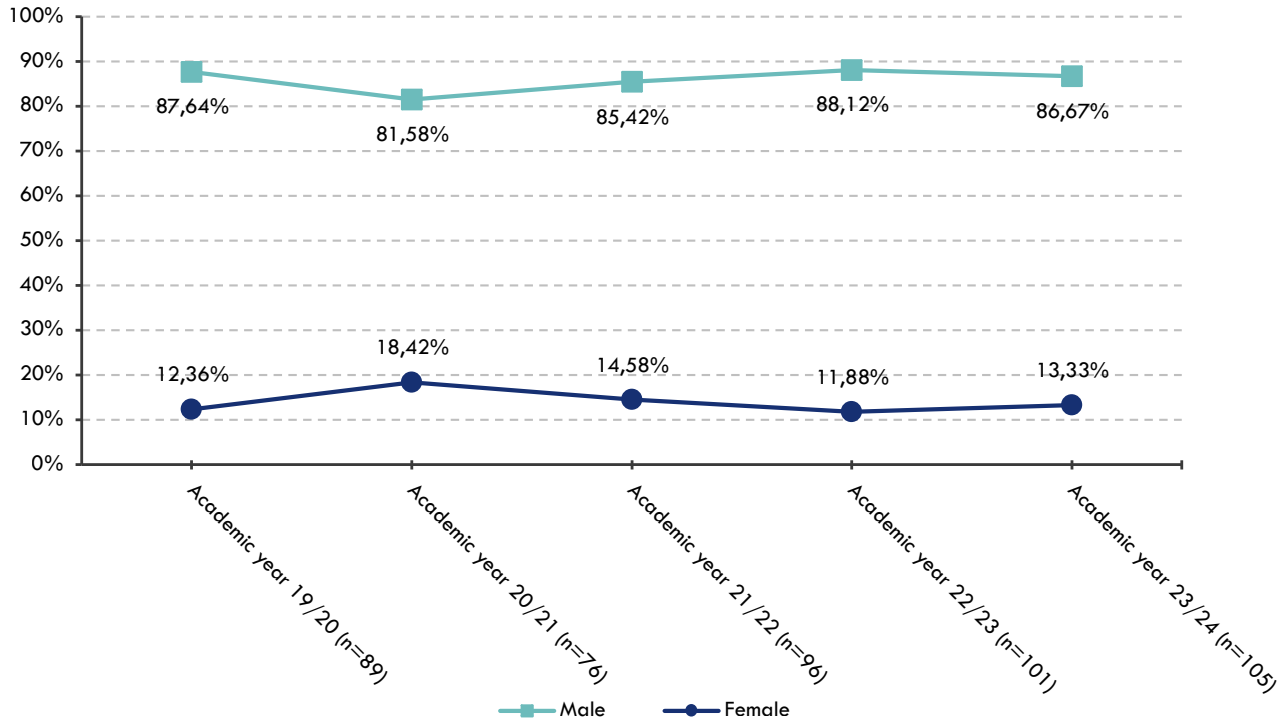
## Active students in the engineering Bachelor‘s degree programmes

Figure 12 : Active students in engineering Bachelor‘s degree programmes by gender and survey period



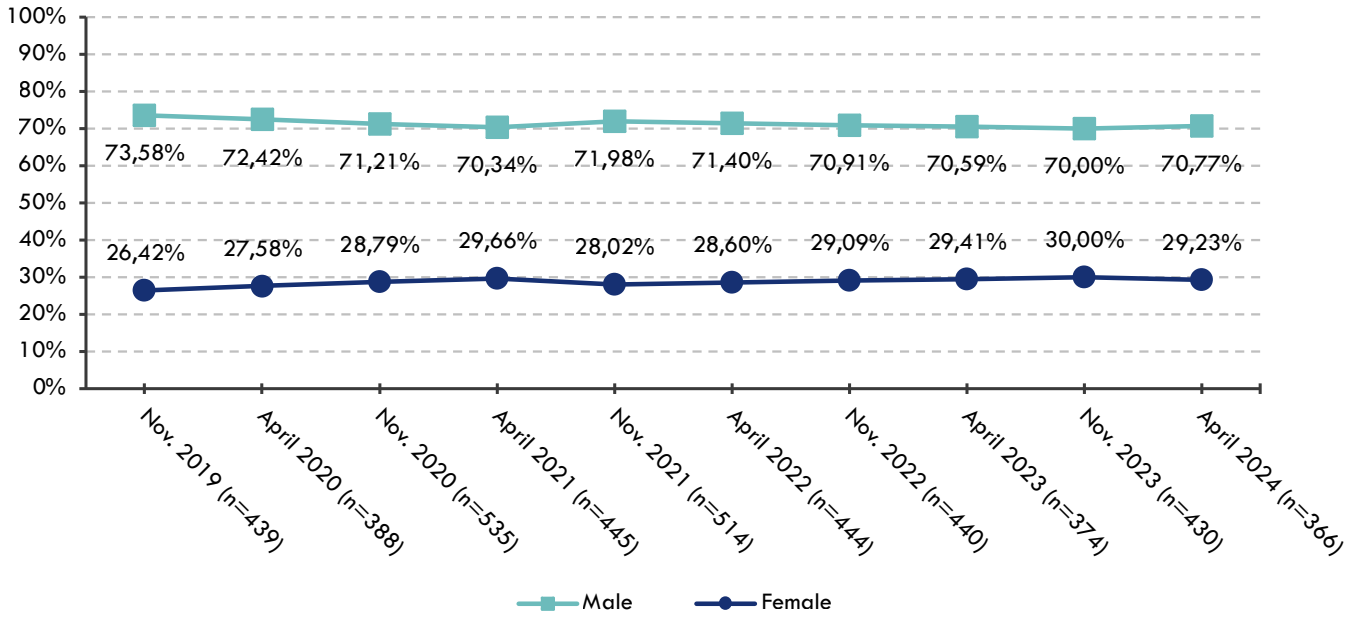
## Graduates of engineering Bachelor‘s degree programmes

Figure 13 : Graduates of engineering Bachelor‘s degree programmes by gender and survey period



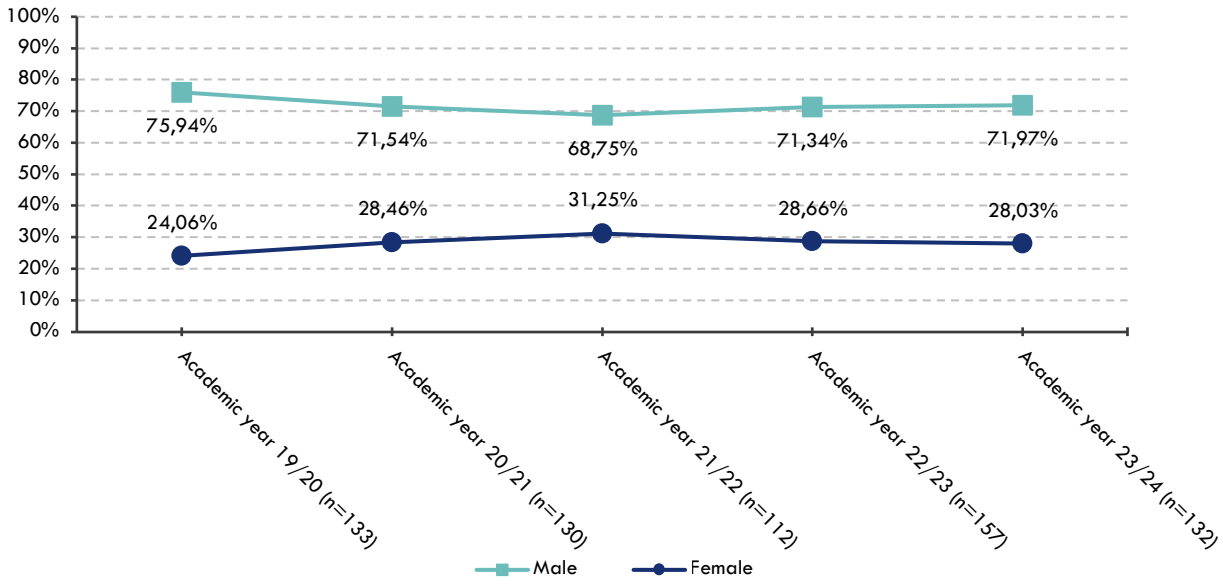

## Active students in the engineering Master‘s degree programmes

Figure 14 : Active students in engineering Master‘s degree programmes by gender and survey period



## Graduates in the engineering Master‘s degree programmes

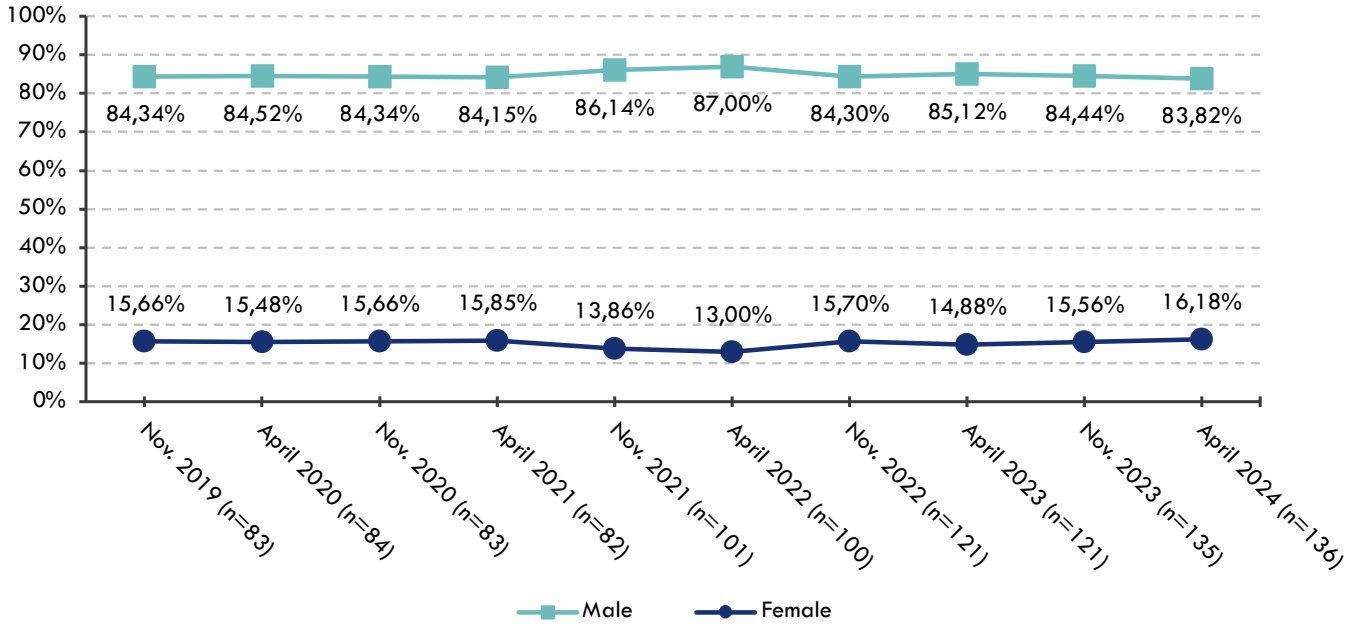
Figure 15 : Graduates of engineering Master‘s programmes by gender and survey period




# Active students in military and police science degree programmes

## Active students in the military and police science Bachelor‘s degree programmes

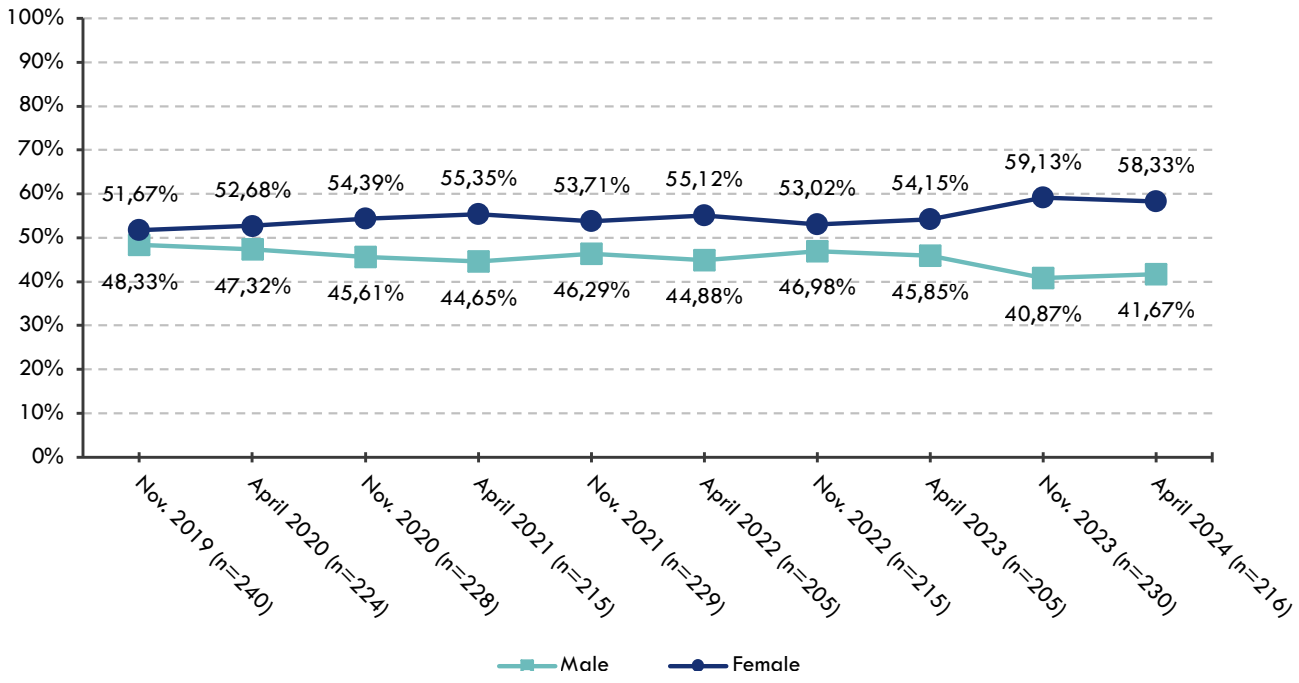
Figure 16 : Active students in the military and police science Bachelor‘s degree programmes by gender and survey period



# Active students, graduates of natural science degree programmes

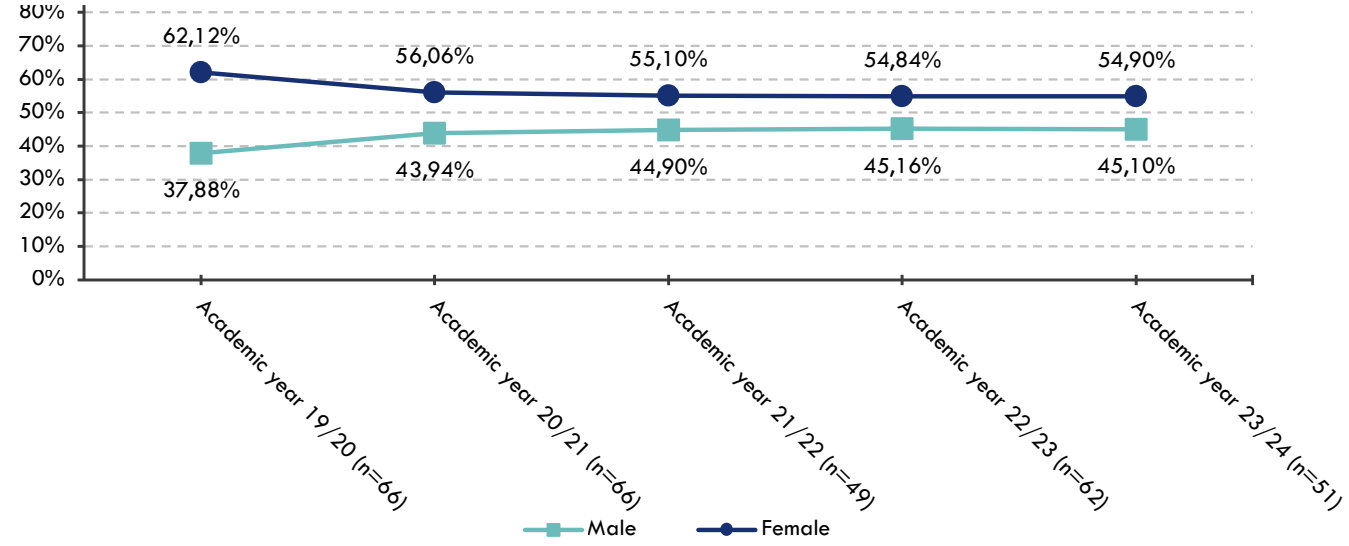
## Active students in the natural sciences Bachelor‘s degree programmes

Figure 17 : Active students on Bachelor‘s degree programmes in the natural sciences by gender and survey period



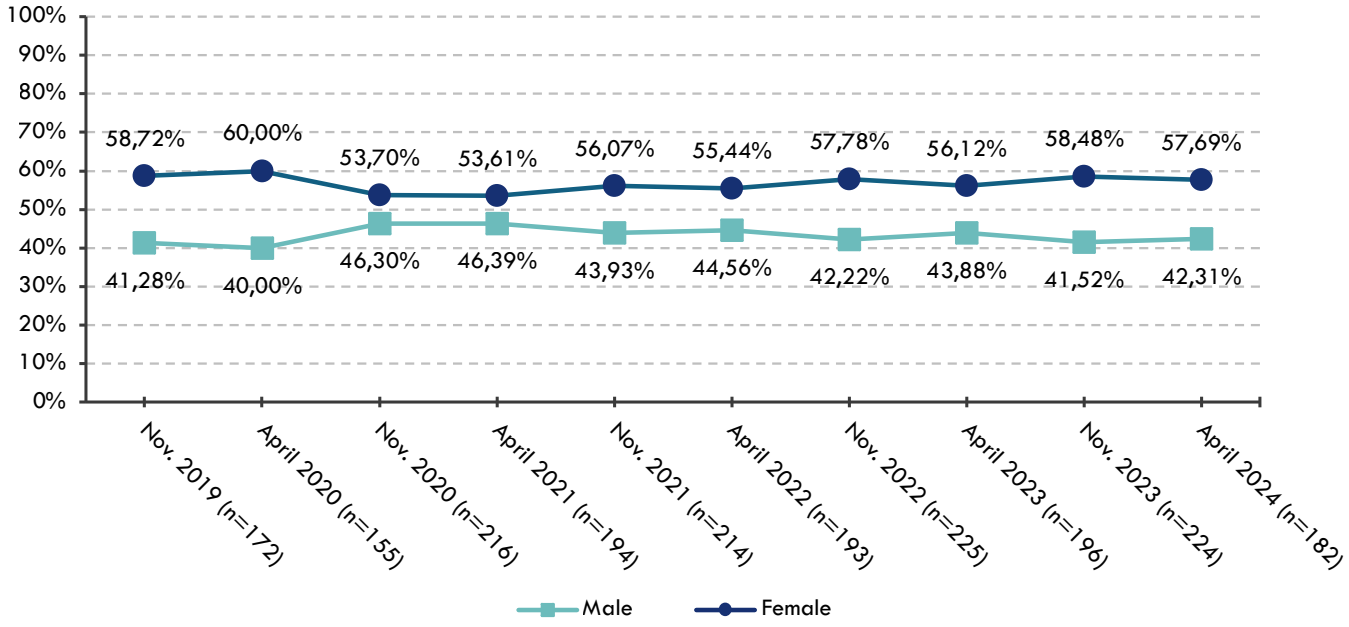

## Graduates of Bachelor‘s degree programmes in the natural sciences

Figure 18 : Graduates of Bachelor‘s degree programmes in the natural sciences by gender and survey period



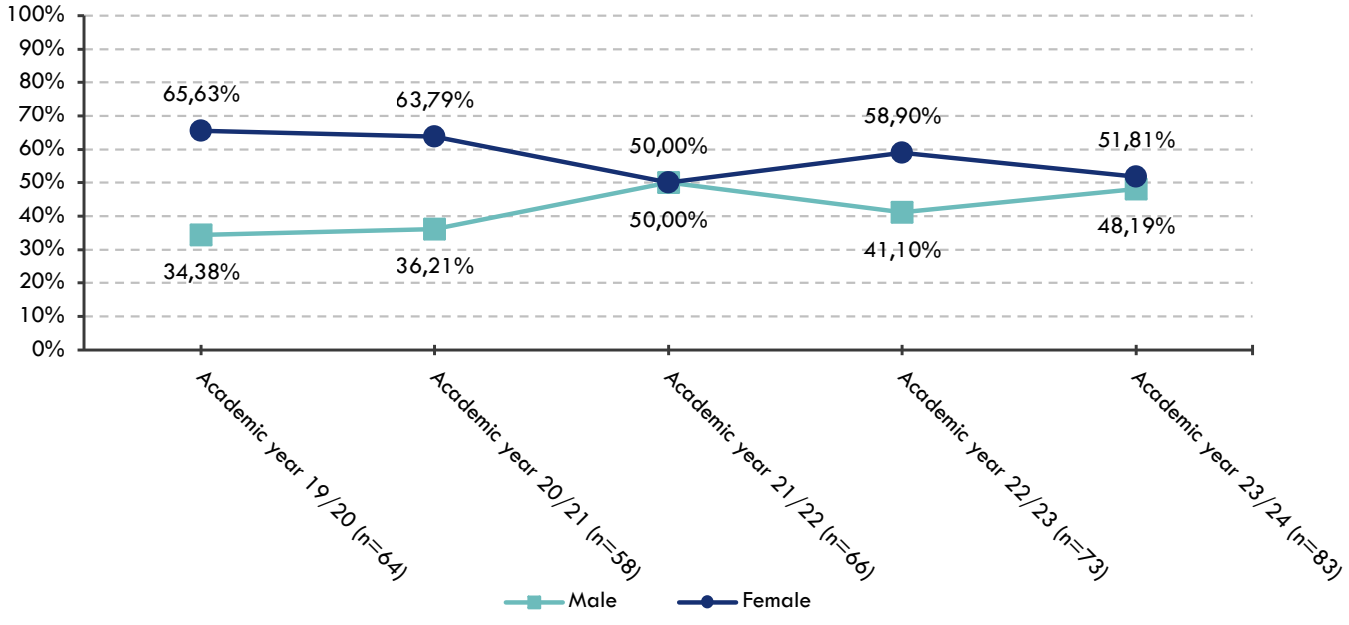
## Active students in the natural sciences Master's programmes

Figure 19 : Active students on Master's degree programmes in the natural sciences by gender and survey period




## Graduates of the Master's degree programmes in natural sciences

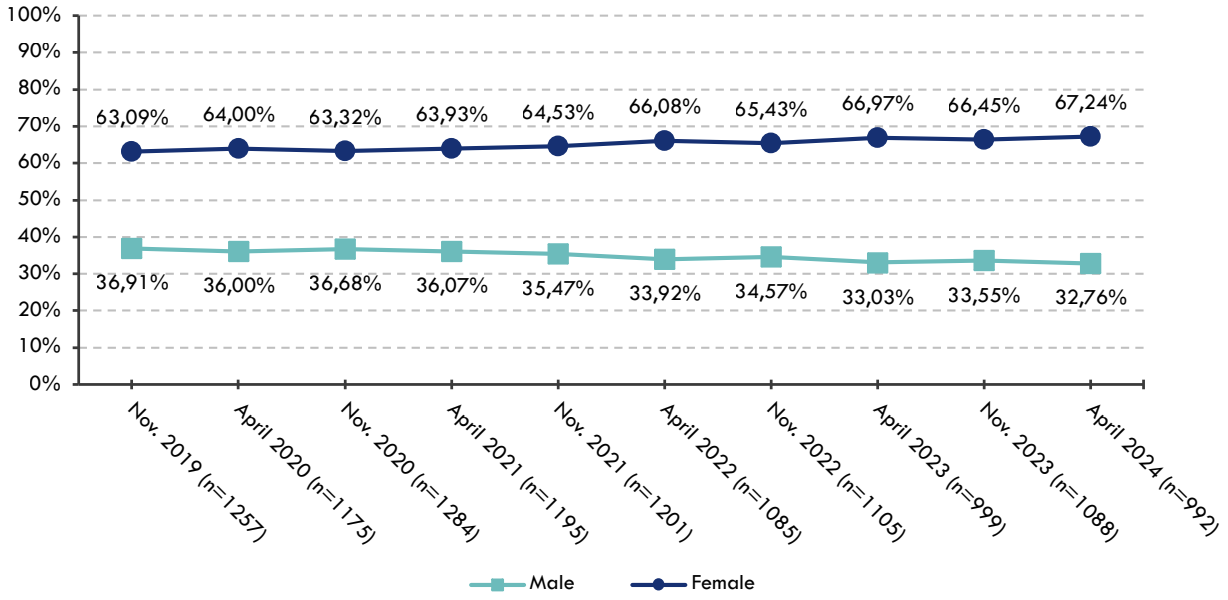
Figure 20 : Graduates of Master's degree programmes in the natural sciences by gender and survey period



# Active students, graduates of business and economics degree programmes

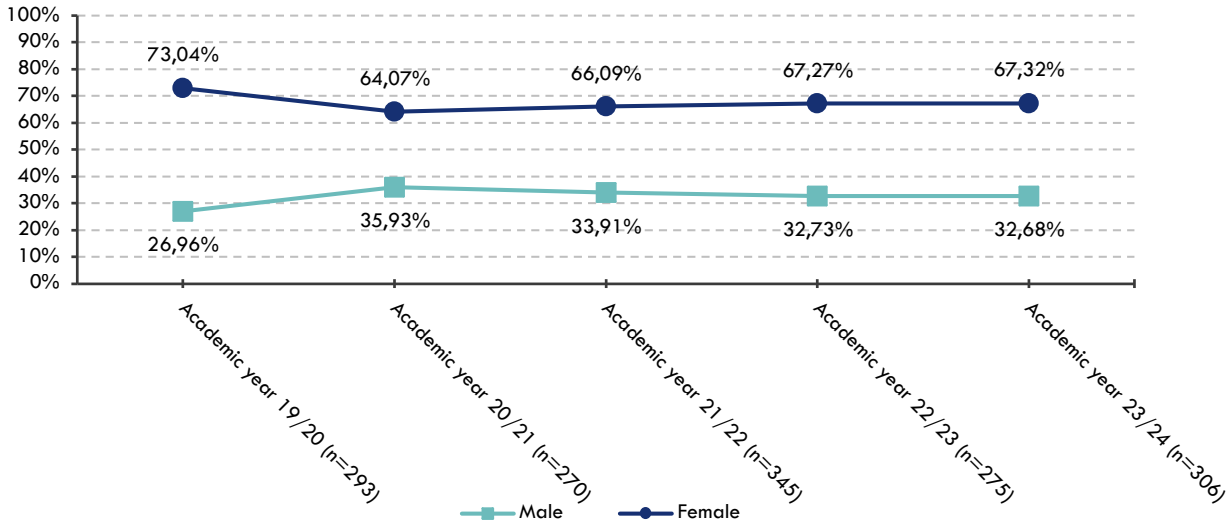
## Active students in the Bachelor‘s degree programmes in business and economics

Figure 21 : Active students in Bachelor‘s degree programmes in business and economics by gender and survey period



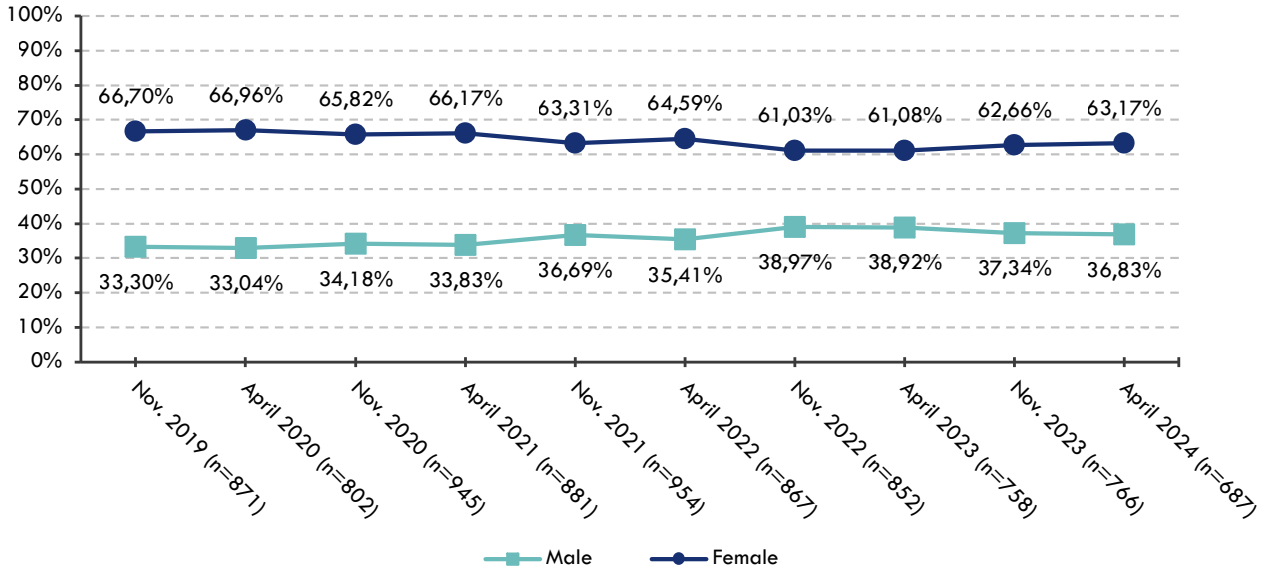

## Graduates of Bachelor‘s degree programmes in business and economics

Figure 22 : Graduates of Bachelor‘s degree programmes in business and economics by gender and survey period



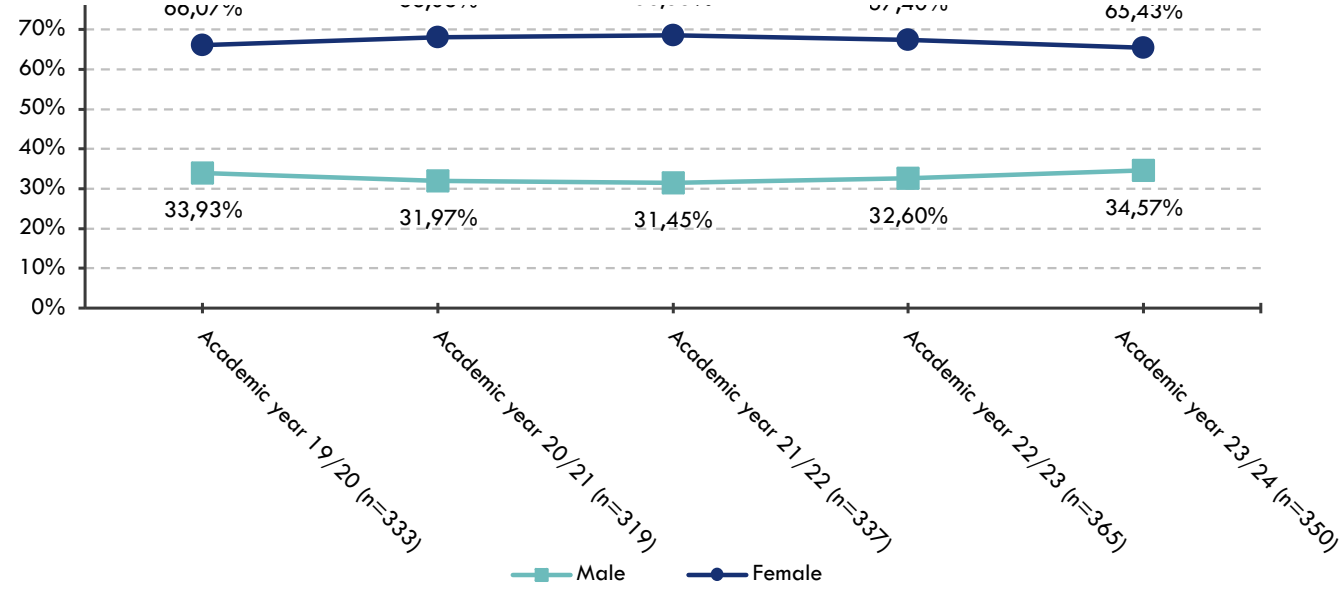
## Active students in the Master's degree programmes in economics

Figure 23 : Active students on Master's degree programmes in business and economics by gender and survey period




## Graduates of Master's degree programmes in business and economics

Figure 24 : Graduates of Master's degree programmes in business and economics by gender and survey period



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# Gender equality plan

## April 2025

**Fachhochschule Wiener Neustadt GmbH**

Johannes Gutenberg-Straße 3, 2700 Wiener Neustadt
+43 5 0421 1 | office@fhwn.ac.at

**FOTEC Forschungs- und Technologietransfer GmbH**

Viktor Kaplan-Strasse 2, 2700 Wiener Neustadt
+43 2622 90333 | office@fotec.at