

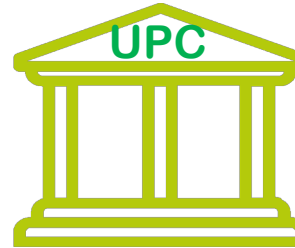
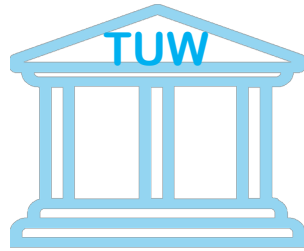
Structuring GEPs at universities of science and technology

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GEECCO is



4 universities



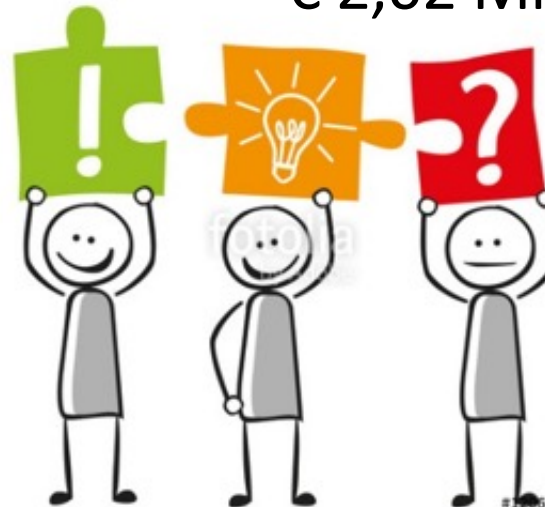
2 funding
agencies



48 month

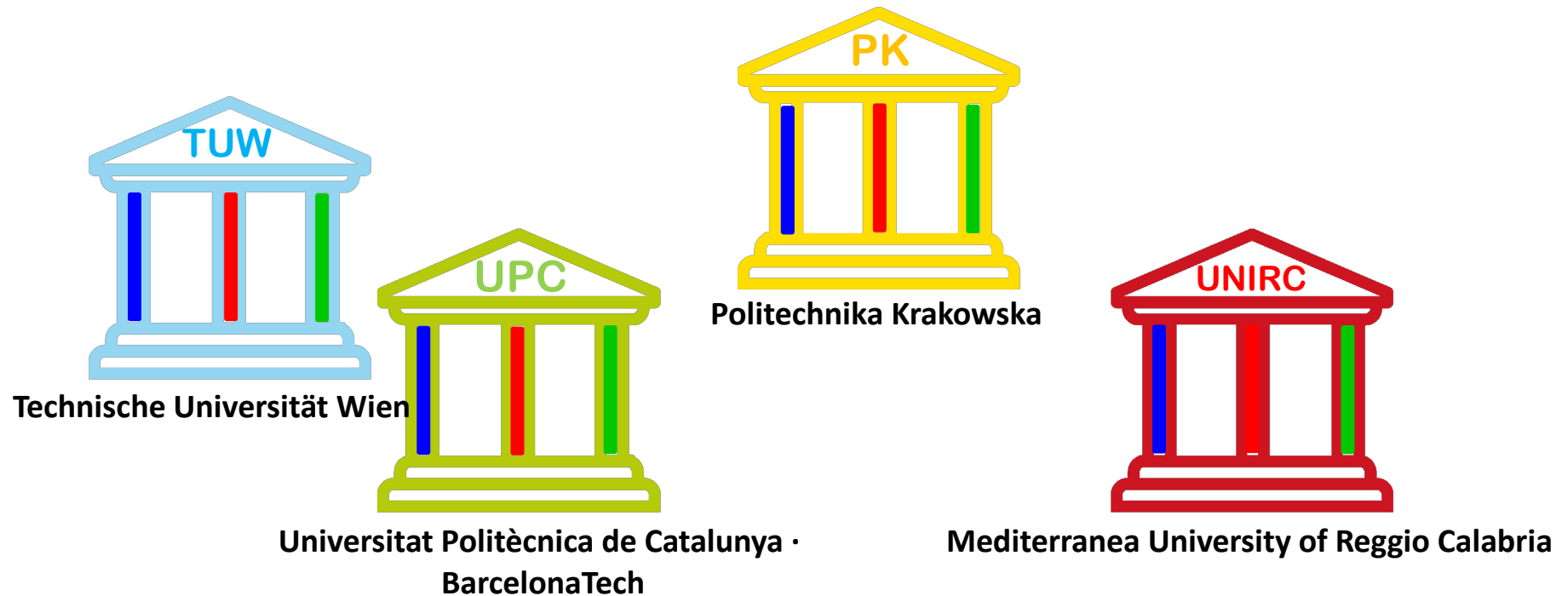


€ 2,02 Mio.



2 facilitators,
1 evaluator

Creating a GEP for universities implies



- Focussing on decision making processes and bodies
- Focussing on recruitment, career development of female researchers and female staff members
- Focussing on the gender dimension in research and teaching

Focussing on decision making processes and bodies

(1) map your decision making processes

- a. who is involved – how many men & women?
- b. what habits and norms are in place?
- c. strength of the processes?
- d. weaknesses?

(2) introduce a **quota** if possible

(3) understand that **equal representation** of women does **not automatically** imply gender fair decisions -> **gender awareness** of all members is crucial



Focussing on decision making processes and bodies

(4) build up gender competence

- a) provide trainings for decision makers
- b) provide trainings for all staff members

(5) create a **climate** where gender equality is “the right thing to do”

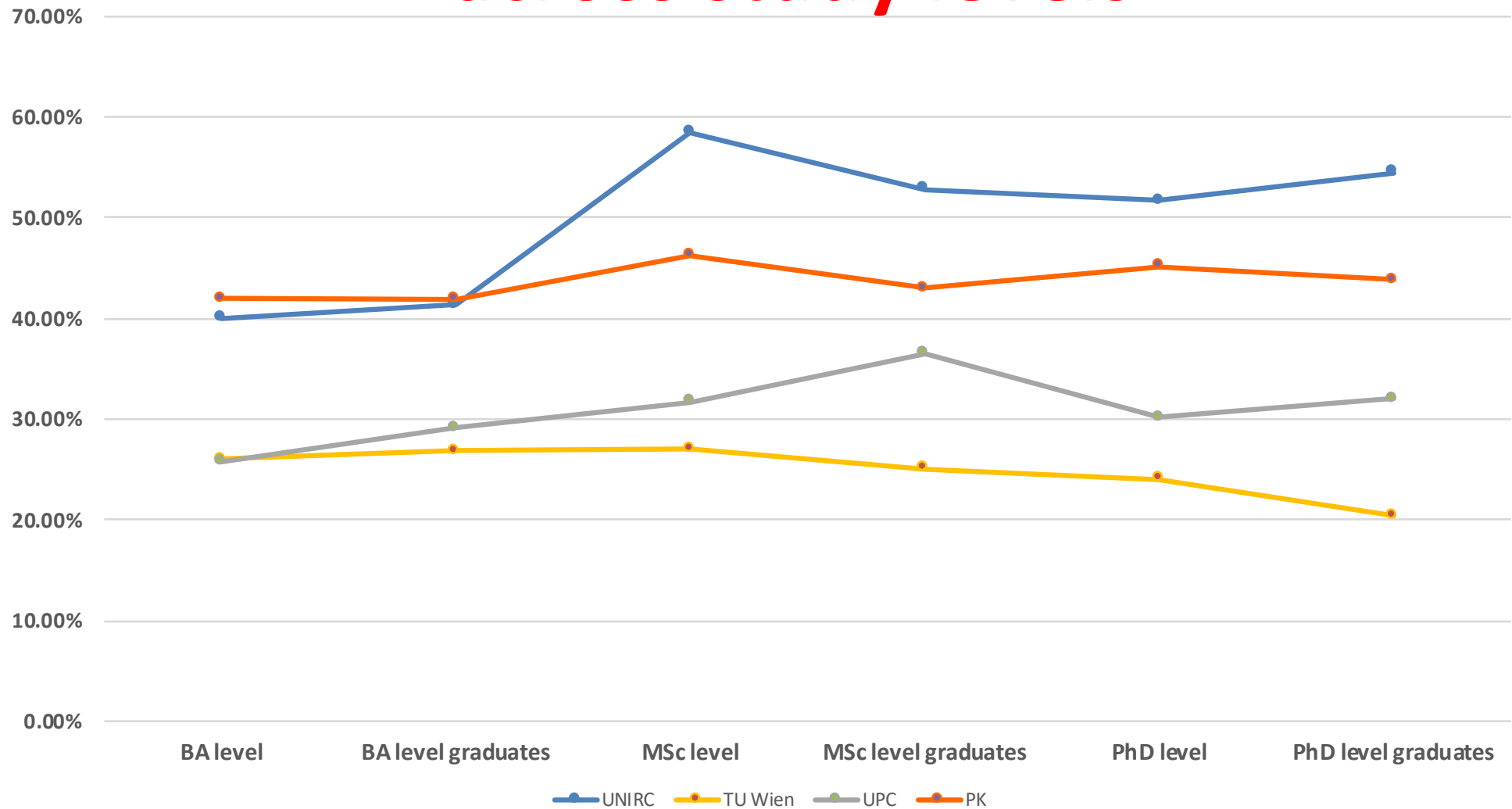


Focussing on recruitment, career development of female researchers and female staff members

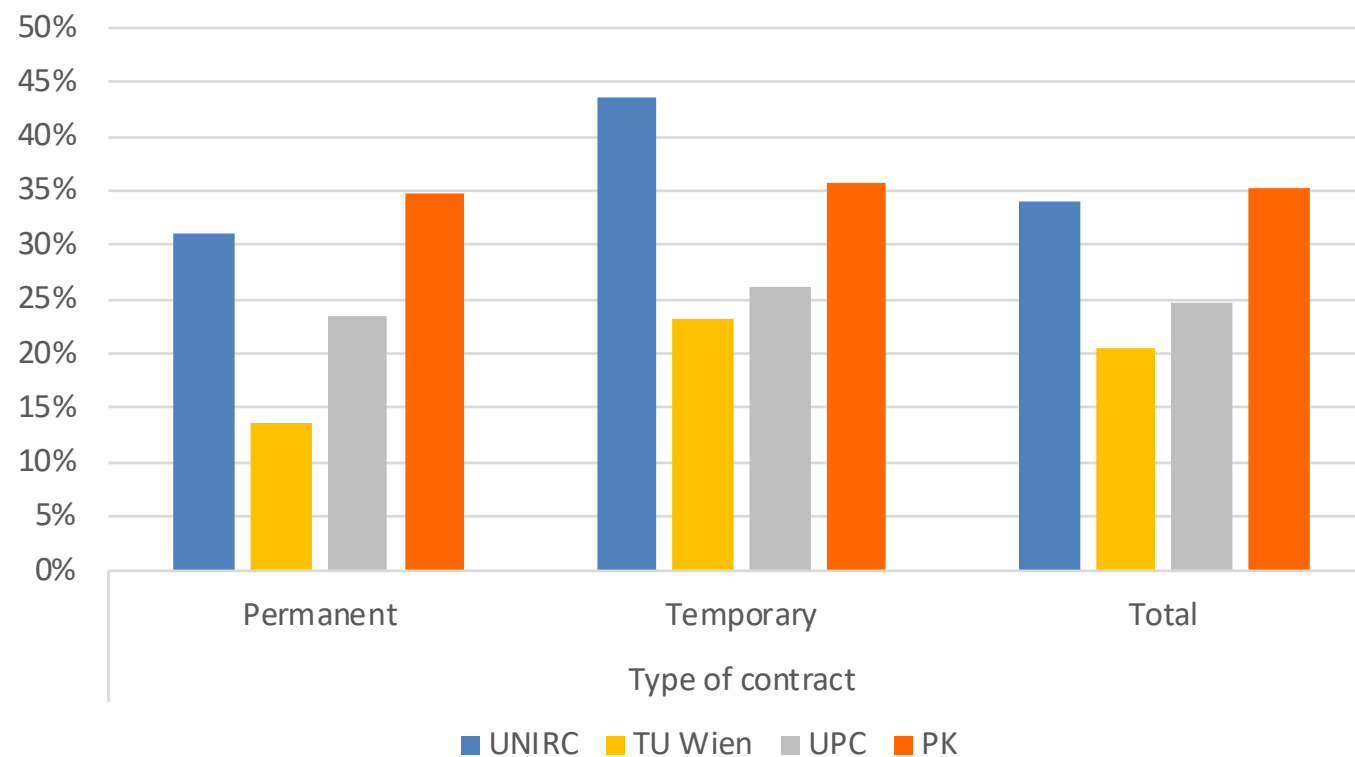
- (1) create **evidence** – monitor percentages of men & women at various levels
- (2) **understand** career path – observe who is successful and who is not
- (3) **train** committees – raise awareness about implicit bias – change selection procedures
- (4) **deal with resistances**



Average share of women across study levels



Proportion of Women employed



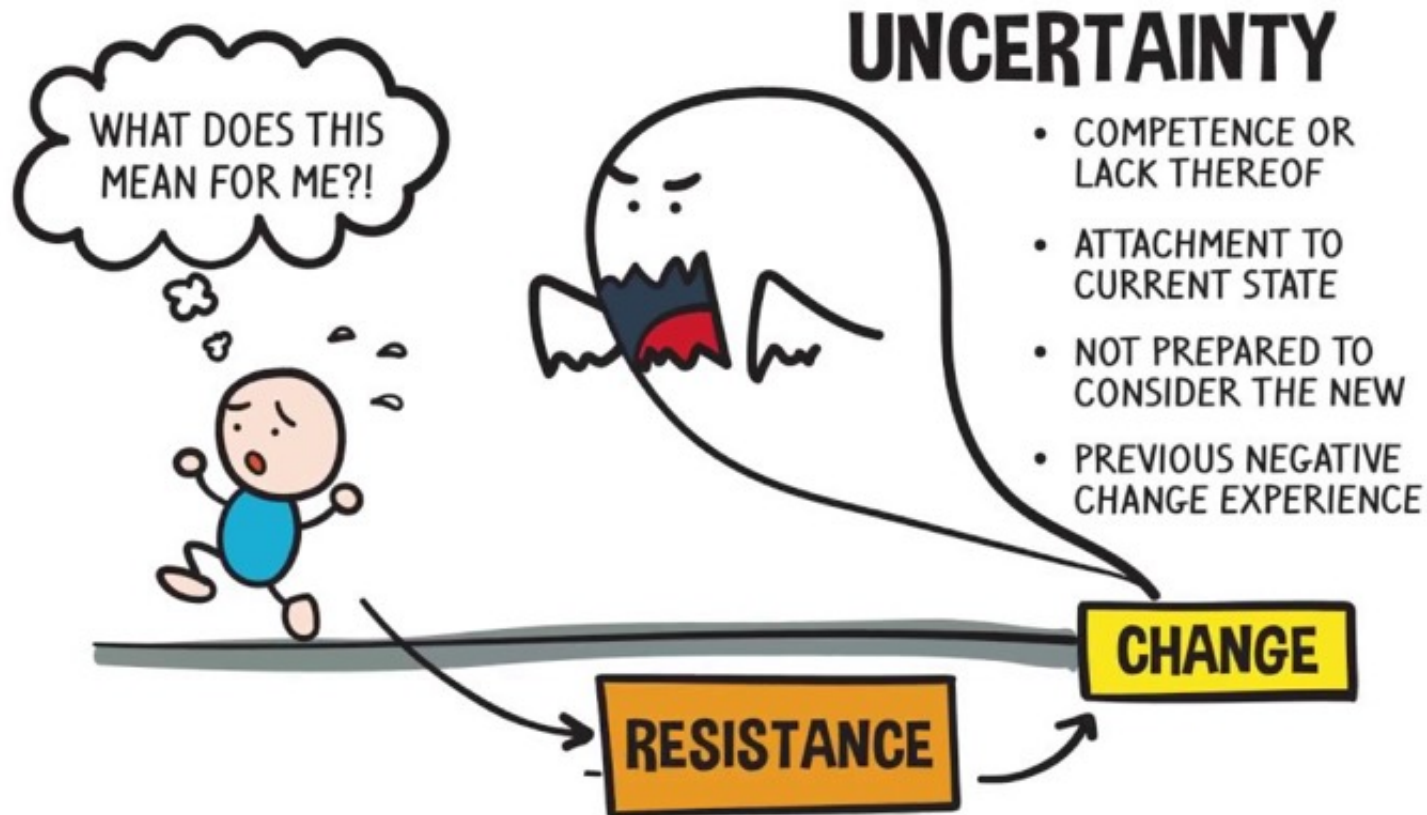
University	Type of contract								
	Permanent			Temporary			Total		
	T	nr. F	F%	T	nr. F	F%	T	nr. F	F%
UNIRC	242	75	31%	71	31	43.70%	313	106	33.90%
TU Wien	671	91	13.60%	1609	375	23.30%	2280	465	20.40%
UPC	1319	310	23.50%	1327	346	26.10%	2646	656	24.80%
PK	761	265	34.80%	427	153	35.80%	1188	418	35.20%

T = total number of R&D personnel

nr. F = number of females

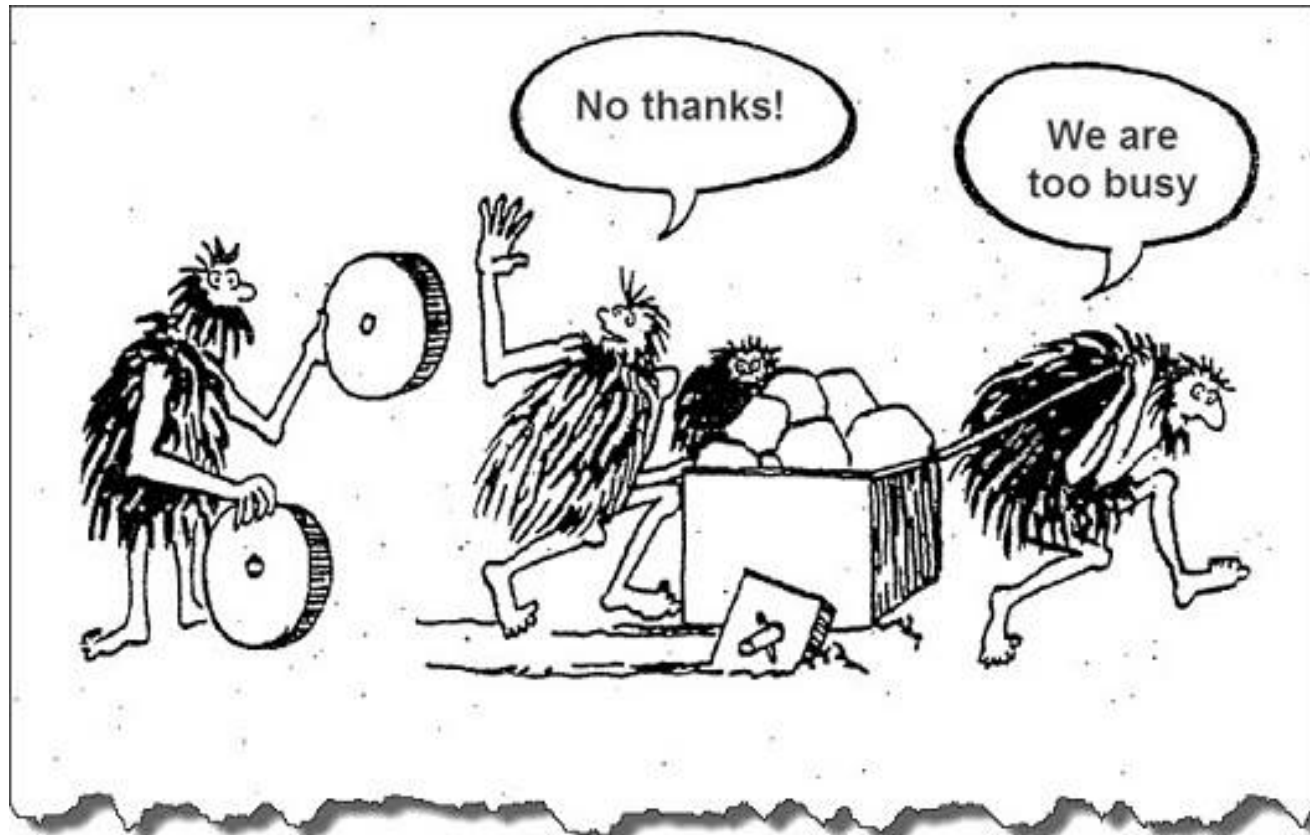
F% = percentage of females

Some faces of resistance





“What if we don’t change at all ...
and something magical just happens?”



**FESTA HANDBOOK ON RESISTANCE TO
GENDER EQUALITY IN ACADEMIA**

<http://www.festa-europa.eu/public/handbook-resistance-gender-equality-academia>



Focussing on the gender dimension in teaching

- Include gender content in all curricula
 - a. sepearte courses
 - b. modules within technical courses
- Support teaching staff with trainings and content

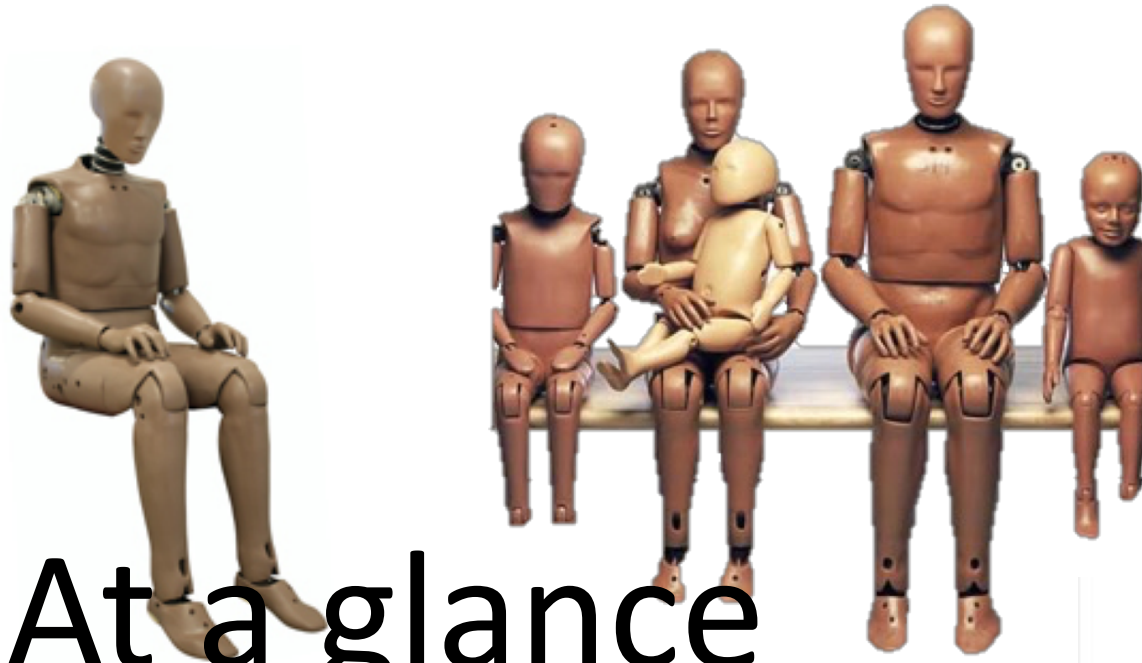
Focussing on the gender dimension in research



See: Yellow Windows Toolkit



Sierra Sam 1949



50% Man – Hybrid I 1960th

Hybrid III Family 1972



Overweight Dummy USA 2014



Linda – 1. pregnant
Dummy, Volvo 2002

Gender dimension in research

- Alliance with research funding organisations (RFO)
- Specific workpackage aiming to improve the gender equality impact of RFOs



Final comment

- Questioning the fundamental beliefs and practices (e.g. peer review, excellence, objectivity in recruiting processes) is an offence to those who have set the current rules
- Resistance taking the form of non-action is a crucial barrier
- It is not necessarily about doing MORE, it is about doing the right thing with reasonable resources.

Thank you for your attention!

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