



Part of the Statute Affirmative Action Plan

of the

Graz University of Technology

Motion filed by the Rectorate on 26 June 2017 in response to the proposal of the Working Group for Equal Opportunities

In its meeting held on 26 June 2017, the Senate adopted the Equal Opportunities Plan of the Graz University of Technology in its present form in the German original.

This English translation (8.3.2021) is provided as a convenience translation.

In cases of uncertainty, the German original is binding.

This part of the statute came into effect upon its publication in the *Mitteilungsblatt* on 5 July 2017.

PREAMBLE

Part A: GENERAL PROVISIONS

- § 1 Legal basis and guiding principles of TU Graz
- § 2 Scope of application
- § 3 Aims of the Affirmative Action Plan
- § 4 Basic understanding of diversity
- § 5 Implementation of diversity management

Part B: ANTI-DISCRIMINATION

Section I: Equal treatment without making distinctions on the basis of gender, ethnicity, religious or other beliefs, age, or sexual orientation, according to the B-GIBG

- § 6 Gender
- § 7 Ethnicity affiliation
- § 8 Religious beliefs and other beliefs
- § 9 Age
- § 10 Sexual orientation
- § 11 Sexual harassment, other harassment and bullying
- § 12 Measures against discrimination, sexual harassment, other harassment and bullying
- § 13 Ensuring a liveable working environment
- § 14 Contact points
- § 15 Providing information and promoting communication on the topics of equal opportunities and diversity
- § 16 General information
- § 17 Use of gender-sensitive and anti-discriminatory language

Section II: Prohibition of discrimination on grounds of disability

- § 18 Job advertisements
- § 19 Degree programmes
- § 20 Service point for Accessible Learning
- § 21 Representative for People with Disabilities

Part C: STAFF AND ORGANISATIONAL DEVELOPMENT

Section I: General information

- § 22 Equality-based staff development

Section II: Procedural regulations involving the Working Group for Equal Opportunities

- § 23 Requirement to promote the advancement of women
- § 24 Job advertisements
- § 25 Re-issuing the job advertisement
- § 26 Involvement of the AkG in the candidate-selection procedure
- § 27 Applicant interviews based on job advertisements
- § 28 Additional provisions for appointment procedures (§§ 98 ff UG 02)
- § 29 Invitations to professorial appointment lectures
- § 30 Candidate selection process
- § 31 Appointment of experts
- § 32 Provisions for habilitation procedures

Section III: Career planning, training and continuing education

§ 33 Duties arising from the training or employment relationship – office or working hours

§ 34 Training and continuing education

§ 35 Professional advancement

Section IV: Ensuring adequate infrastructure to promote equal opportunities and the advancement of women

§ 36 Working Group for Equal Opportunities

§ 37 Rights and responsibilities of the members

Part D: THE WORK-LIFE BALANCE

§ 38 Measures to reconcile study/work and family responsibilities to care for children and / or dependents in need of care

§ 39 Representative for Work/Studies–Life Balance

§ 40 Balancing work/studies and family care responsibilities – work-life balance

§ 41 Working time

§ 42 Special leaves of absence and parental leave

§ 43 Substitution of employees when an employment ban occurs in the sense of the MSchG (*Mutterschutzgesetz*, Maternity Protection Law) and parental leave

Part E: RESEARCH

§ 44 Gender and diversity in research

Part F: TEACHING

§ 45 Gender and diversity in teaching

§ 46 Equal opportunities regarding access to studies

§ 47 Diversity and gender-sensitive teaching at the university

§ 48 Integration of diversity management, diversity, women's and gender studies into the curricula

Part G: QUALITY ASSURANCE

§ 49 Quality assurance

Part H: BUDGETING / GENDER BUDGETING and ADVOCACY SYSTEMS

§ 50 Gender budgeting

§ 51 Incentive schemes

Part I: ACTION PLANS, EQUALITY MONITORING AND CONTROLLING

§ 52 General provisions on carrying out action plans

§ 53 Equality monitoring

§ 54 Survey of gender distribution according to Annex I

§ 55 Increasing salaries

§ 56 Equality controlling

Part J: ENFORCEMENT

§ 57 Entry into force

ANNEX

PREAMBLE

Ensuring equal opportunities for all members of the university members is embedded within the framework of the objectives of Graz University of Technology (hereinafter referred to as TU Graz) according to § 1 Universities Act 2002 (hereinafter referred to as the UG) and treated as a guiding principle of the university according to §2 para. 9-11. Another guiding principle according to § 2 No. 13 is to ensure the compatibility between work and studies for people at the university with care obligations for children or relatives in need of care. According to § 20b UG, these two areas should be regulated by referring to the Affirmative Action Plan (hereinafter referred to as the GPL, from the German original *Gleichstellungsplan*).

Complemented by the Action Plan for the Advancement of Women (hereinafter referred to as the FPL, from the German original *Frauenfoerderungsplan*), the Affirmative Action Plan serves as a means to comply with the constitutional laws regarding equal opportunities and the equal treatment of all university members. For this reason, corresponding topics related to equal opportunities are found in both the FPL and this GPL. The Affirmative Action Plan also serves to raise awareness for and address the so-called diversity dimensions of gender, age, physical and mental ability, ethnicity, religious beliefs and sexual orientation. These core dimensions are anchored in various forms in Austrian and European law (e.g. Federal Constitutional Law, European Convention on Human Rights, UN Convention on the Rights of Persons with Disabilities, Universities Act, Federal Equal Treatment Act, Federal Act on Equal Treatment for People with Disabilities, Disability Employment Act) and are specified for TU Graz in this document.

TU Graz actively strives to promote diversity and equal treatment in all areas and at all levels. It creates measures that do justice to the different biographical, cultural, or social circumstances of its employees and students and to provide a positive working and study environment in which equal opportunities exist for all.

The actual equality of women and men, compatibility between work/studies and family life, and the steps taken to fight discrimination must be adequately reflected in staff policies, research and teaching, as well as in the distribution of resources. The university is committed to ensuring a comprehensive understanding of equal opportunities, with the aim to achieve a balanced gender ratio in all areas, hierarchical levels and decision-making organs. This is a commitment that requires particular support from persons in leading positions.

This also includes the promotion of all students as potential future scientists. Research and teaching should be shaped and supported equally by women and men.

Part A: GENERAL PROVISIONS

§ 1 Legal basis and guiding principles of TU Graz

The legal basis of the GPL of TU Graz is Art. 7 and 8 of the Federal Constitutional Law (hereinafter referred to as B-VG, from the German original *Bundes-Verfassungsgesetz*), the Federal Equal Treatment Act (hereinafter B-GIBG, German: *Bundesgleichbehandlungsgesetz*), § 20b as well as §§ 41 to 44 UG, the Federal Act on Equal Treatment for People with Disabilities (hereinafter BGStG, German:

Bundes-Behindertengleichstellungsgesetz) as well as the Disability Employment Act (hereinafter BEinstG, German: *Behinderteneinstellungsgesetz*).

§ 2 Scope of application

The GPL applies equally to all members and organs of the university, according to § 94 UG, as well as to applicants who apply for admission to the university.

§ 3 Aims of the Affirmative Action Plan

By creating and promoting the GPL, TU Graz specifically pursues the following strategic and operational aims:

1. Ensuring equal opportunities for all university members and for all applicants who apply for admission to the university (anti-discrimination)
2. Using and applying diversity management and gender mainstreaming
3. Avoiding discrimination based on gender, ethnicity, religious or other beliefs, age, or sexual orientation (anti-discrimination)
4. Integrating women's and gender studies in research and teaching and anchoring diversity in core university functions
5. Ensuring a liveable working and studying environment, considering the compatibility of the university members' studies/work with their responsibilities to care for children and dependents in need of care
6. Providing information and promoting communication on the topics of equal opportunities, diversity, reconciliation and anti-discrimination
7. Ensuring the provision of adequate infrastructure to ensure equal opportunities

These aims should be reached by creating supportive measures in the relevant fields of action as well as by creating prevention and countermeasures.

Creating and applying the GPL also helps to protect equal opportunities that have already been promised or are experienced.

§ 4 Basic understanding of diversity

In the spirit of its founder, Archduke Johann, TU Graz views openness and diversity as fundamental values. It is committed to promoting a comprehensive and active diversity management plan.

The principles of the university recognise that the diverse biographical, social and cultural experiential backgrounds of its members influence how they perceive the world around them, think and act. This diversity holds valuable potential for innovation in research and teaching and also for a rich university life together.

A culture of diversity is present at TU Graz, which is visible in the ways it recognises and openly welcomes cultural diversity, expressing mutual respect, acceptance, openness and friendliness. It sets measures to create a good working and studying environment, where all members can enjoy equal opportunities.

Communication measures have been developed to raise awareness of diversity's potential in terms of diversity management and to promote equal opportunities. These also serve to raise awareness and encourage people to respect each other's boundaries (see TU Graz Code of Conduct)

TU Graz is committed to supporting comprehensive and active diversity management.

Diversity stands both for variety and for the conscious perception of differences. Some of these differences are easier to perceive, such as physical characteristics, language, age, gender, and some differences are protected by law (see anti-discrimination). Others are hardly perceptible “at first glance” and yet greatly enhance cooperation at an organisation like TU Graz: These include experience, knowledge, skills, social competences, networks and social and professional status. What do all of these differences have in common? They all share the social construction and the associated attributes, which can have different effects.

Due to the low proportion of women in the core university areas of research and teaching, gender remains one of the most relevant diversity dimensions at TU Graz. For this reason, “gender and diversity” are deliberately referred to in many contexts.

§ 5 Implementation of diversity management

Diversity management (DiM) pursues the goal to design structures and processes in such a way that individual talents and potentials can be recognised, promoted and attracted (e.g. by adapting procedures that restrict access to places in study programmes or for staff selection, working time regulations). An essential component of DiM is the targeted development of cooperations that connect people in different cultures, departments and areas of responsibility. DiM extends beyond merely training individual competences in that TU Graz consciously designs the organisational framework conditions. DiM and gender mainstreaming (GM) have many similarities: Both rely on differentiated perception and identify social structures that shape people and can counteract discrimination. The biggest difference is that, in GM, gender is viewed as the more structurally effective category, and people are only differentiated on the basis of their origin, gender identity, etc., while gender is viewed in DiM as one of several structurally effective categories the economic benefit is clearly emphasised.

(1) In order to implement the DiM principle consistently in all decision-making processes and in the planning of all measures, TU Graz actively involves the Working Group for Equal Opportunities (hereinafter AkG, German: *Arbeitskreis für Gleichbehandlungsfragen*) and the Office for Gender Equality and Equal Opportunity (hereinafter BGF, German: *Büro für Gleichstellung und Frauenförderung*).

(2) The DiM and GM principles will be included in all target and performance agreements (see FPL).

Part B: ANTI-DISCRIMINATION

Anti-discrimination refers to the application of measures to respect and protect equal treatment without making distinctions on the basis of gender, ethnicity, religion or belief, age, sexual orientation and disability.

In cases of discrimination based on gender, ethnicity, religious or other beliefs, age and sexual orientation (according to § 13 ff. B-GIBG), the AkG offers support and serves as the contact point for relevant concerns.

If discrimination on the basis of physical or mental ability is suspected, the Representative for People with Disabilities and their deputies serve as the contact point for employees, and the Service Point for Accessible Learning serves as the contact point for students.

Section I: Equal treatment without making distinctions on the basis of gender, ethnicity, religious or other beliefs, age, or sexual orientation, according to the B-GIBG

§ 6 Gender

- (1) Anti-discrimination on the basis of gender is also the subject of the TU Graz Action Plan for the Advancement of Women (FPL).
- (2) No one may be subject to discrimination, either directly or indirectly, on the basis of their gender when entering into an employment relationship with TU Graz, when filling (management) positions, when being assigned to collegial organs, when determining salaries in individual employment contracts, or in staff decisions. The same applies to any allowances, contributions, or other benefits in kind.
- (3) No one may be subject to discrimination, either directly or indirectly, on the basis of their gender during the admission procedure for a degree programme or as a student.
- (4) Hostility towards persons who cannot or do not wish to classify themselves as either female or male, such as transgender, intersex and non-binary persons, must be avoided.

§ 7 Ethnicity affiliation

- (1) TU Graz views itself as part of the globalised knowledge society, in which the different origins and cultural backgrounds of its members are a reality.
- (2) Discrimination on the basis of a person's affiliation with a community of people who are perceived as "foreign" because of their descent, skin colour, religious beliefs, language, culture, or customs is not permitted. This applies in particular to staff decisions, student admission procedures, processes to grant financial support, room allocations, working or study conditions, and similar situations.
- (3) Anti-discrimination measures include making specific in-house training and continuing education offers (e.g. regarding intercultural competence, language courses) and, above all, supporting an appreciative and motivational working environment for all university members in accordance with paras. 1 and 2 and with the TU Graz Compliance Guideline. These efforts help to create an open, international environment at the university.

§ 8 Religious beliefs and other beliefs

TU Graz respects the rights of its members to hold certain denomination or non-denominational religious beliefs, as well as other beliefs, as long as these do not conflict with the legal system. Discrimination on the basis of religious or other beliefs is not allowed.

§ 9 Age

- (1) TU Graz strives to recognise and capitalise on the opportunities and possibilities for university members in different stages of life. The university considers itself as an appreciative and encouraging employer for people in all age groups.
- (2) The willingness of employees to engage in lifelong learning and their own personal development is both expected and supported by the university. This includes, in particular, measures for the promotion of young scientists (in both the academic and non-academic fields), such as mentoring programmes.

(3) Regardless of the special obligations of TU Graz (in particular, the promotion of young scientists), age will neither be used as a criterion in recruitment nor play a role in restructuring or making other staff decisions.

§ 10 Sexual orientation

(1) TU Graz is committed to taking an open-minded approach with regard to the sexual orientation of its members. Overt or hidden discrimination or hostility expressed toward another person due to their sexual orientation should be avoided.

(2) No one will be forced to conceal or disclose their sexual orientation.

§ 11 Sexual harassment, other harassment and bullying

(1) Sexual harassment in the sense of § 8 (for students and applicants as described in § 42 para. 2) of the B-GIBG, as well as harassment as described in §§ 8a and 16 B-GIBG and mobbing, constitute special forms of discrimination and, thus, a violation of personal rights. TU Graz does not tolerate sexual harassment or sexist behaviour, harassment, or mobbing.

(2) Sexual harassment occurs when conduct belonging to the sexual sphere is engaged in which affects a person's dignity or which is perceived by the person concerned as unwanted, inappropriate, degrading, offensive, or objectionable and which creates or is intended to create an intimidating, hostile, humiliating working environment for the person concerned. (See also § 11)

Sexual harassment at the workplace in this context includes, in particular, sexual advances, but also unwanted physical contact, innuendos and remarks, sexist comments, or jokes about people's appearances, showing or presenting pornographic images and content, and requests for sexual acts.

(3) Harassment is considered to have occurred when conduct related to the sexual sphere or to any of the grounds referred to in § 6 to § 11 is engaged in which affects a person's dignity or which is perceived by the person concerned as unwanted, inappropriate, degrading, offensive, or objectionable and which creates or is intended to create an intimidating, hostile, humiliating working environment for the person concerned.

(4) Bullying

Bullying is defined as negative behaviour and involves actions performed in the workplace that are systematic, targeted and repeated at regular or irregular intervals. The person affected by bullying feels harassed, insulted, excluded, or as though they have been given offensive work assignments.

Bullying is a processual event in which colleagues and/or supervisors act in a hostile manner toward an individual/minority.

(5) Regarding (2) - (4), the B-GIBG applies to all university members as well as persons applying for a study or employment relationship at the university.

§ 12 Measures against discrimination, sexual harassment, other harassment and bullying

(1) All members and organs of TU Graz should refrain from exhibiting harassing or sexually harassing behaviour, especially in the university context, as well as sexist behaviour and mobbing. This also includes the behaviour of lecturers towards students in terms of the lecture content and form, as well as the lecturer's behaviour in lectures, examination situations, on excursions and at other university events. As part of their responsibilities to prepare for such events, all managers of the university are obliged to take appropriate measures and offer support.

(2) Sexual harassment, harassment and bullying are punishable under employment and labour or disciplinary law. All persons involved in such matters are obliged to report such incidents, but are otherwise subject to the duty to keep such matters confidential.

(3) TU Graz will ensure that persons affected by sexual harassment, other forms of harassment, discrimination, or mobbing can receive appropriate counselling or are referred to competent offices. The contact points are the AkG, the Works Council for academic and general staff and the TU Graz Student Union at (HTU). If necessary, these offices can provide information regarding further counselling services.

(6) In addition, the Rectorate will provide the necessary financial and organisational resources for the creation of a professional counselling service or external counselling.

§ 13 Ensuring a liveable working environment

(1) All members of TU Graz as well as those applying for admission as staff members or as students have the right to be treated with dignity and respect and, in particular, to be protected against sexual harassment, other forms of harassment, discrimination and mobbing.

(2) Any form of discriminatory behaviour and discrimination constitutes a breach of official duty and will be sanctioned in accordance with the (employment or labour) law (§ 9 and § 16a B-GIBG).

(3) All members of TU Graz and, in particular, those with management responsibilities in research, teaching and administration, are responsible for ensuring that (sexually) harassing behaviour and mobbing are not tolerated in their area of work. Reference is made to the TU Graz Compliance Guideline, which refers to the fact that neither improper preferential treatment nor discrimination will be tolerated.

(4) The AkG provides advice and support for persons and offices to help them in dealing appropriately and adequately with incidents of sexist behaviour and/or sexual harassment and any other forms of harassment or bullying. All persons and offices involved in such proceedings will be bound to the official duty of confidentiality.

(5) Appropriate training offers for managers will be included in the human resources development programme. The AkG provides advice on the establishment and implementation of these offers.

§ 14 Contact points

(1) Members of the university who are affected by discrimination, sexual harassment, or bullying are encouraged to contact the relevant contact points within the university for advice and support.

(2) These are

a) in the case of discrimination (including sexual harassment and other forms of harassment) and mobbing as described in the B-GIBG, the AkG, the Works Council for academic and general staff and the TU Graz Student Union (HTU).

b) in the case of discrimination on the basis of physical or mental ability, the Representative for People with Disabilities for employees or the Service Office for Accessible Learning for students of TU Graz.

§ 15 Promotion of information and communication on the topic of equal opportunities and diversity

Topics relevant to equal opportunities are to be appropriately communicated internally and externally as essential features of the university profile, also in public relations work; furthermore, university and non-university cooperation and networking should be pursued.

§ 16 General information

(1) The share of women in university life and their contributions to research, teaching and administration are regularly documented in the TU Graz media.

(2) The TU Graz website presents clearly visible links to information relevant to women and with respect to equal opportunities.

(3) TU Graz students will be provided with an information sheet as part of the admission procedure (§§ 60 ff UG), and employees will be provided an equivalent sheet upon taking up employment, in which the institutions concerned with equal opportunities and the advancement of women are named (AkG, BGF).

(4) As part of the continuing education programme at TU Graz, the Rectorate promises to ensure that information and continuing education events on the topics of diversity and diversity management, compatibility of studies and career and anti-discrimination are held regularly, especially for executives. The AkG provides support on how to prepare these offers.

§ 17 Use of gender-sensitive and non-discriminatory language

Gender-sensitive formulation is an important aspect of achieving equal opportunities for people of all genders (§ 1 UG), as it confers linguistic equality. Making all genders visible in and through language, therefore, corresponds not only to grammatical accuracy, but to appropriate social behaviour (§ 3 UG).

(1) All TU Graz organs and administrative institutions are required to use non-discriminatory and gender-sensitive language and non-discriminatory imagery with regard to gender, ethnicity, religion, ideology, age, sexual orientation and physical or mental ability in mailings, forms, minutes, speeches, interviews and other communications addressed to the public or to university members and in teaching.

(2) Therefore, either the explicit female and male form or gender-neutral terms should be used in all written documents and oral statements. (See TU Graz Guidelines on Corporate Wording).

(3) The use of general clauses in which it is stated, e.g. at the beginning, at the end, or in footnotes of a text, that the chosen personal designations apply to both genders is inadmissible.

- (4) Formulations and designations of organs and functions will be used in a gender-appropriate manner
- (5) No formulations should be used that have a discriminatory effect. Through conscious formulation and the use of non-discriminatory language, especially figurative language, an attempt will be made to avoid stereotypes and condemnations.
- (6) Any discriminatory (pictorial) material (e.g., sexualised depictions) will be removed.

Section II: Prohibition of discrimination on grounds of a disability

TU Graz is committed to supporting equal opportunities for people with disabilities, mental, physical, and/or chronic illnesses and creates framework conditions that enable equal participation in all teaching, research and administrative activities. The term “disability” is understood as a socially constructed and dynamic process that can change depending on the work or study situation.

§ 18 Job advertisements

TU Graz designs its job advertisements and personal interviews to comply with non-discriminatory principles and makes special reference to equal opportunity objectives in all application situations and advertisements. Advertisement texts for filling positions and functions contain the additional statement: “People with disabilities and corresponding qualifications are expressly invited to apply.”

§ 19 Degree programmes

- (1) Students and applicants with disabilities can to agree to use services that are necessary and provide support for their participation at the Service Point for Accessible Learning. The type of support helps compensate for disadvantages and fulfil the requirements of the UG and the goals set by TU Graz.
- (2) TU Graz and its teaching staff are committed to being open to the use of different examination forms (§ 59 para. 1 subpara. 12 UG) and to applying this provision in the interests of students with disabilities. An alternative examination form will be chosen in consultation with the Vice Rector for Academic Affairs.

§ 20 Service Point for Accessible Learning

- (1) The TU Graz Service Point for Accessible Learning serves as the first contact point for students with disabilities and/or chronic illnesses as well as for prospective students with disabilities and/or chronic illnesses.

The Service Point for Accessible Learning at TU Graz promotes barrier-free access to buildings, supports the design of courses for disabled students and creates workplaces and study spaces for disabled students. It counteracts social prejudices by providing information and supporting networking and cooperation.

- (2) The services offered include, among other things, counselling and information about all issues related to disability and chronic illness and the degree programme, individual counselling and support in everyday student life and communication of the services offered. They also establish awareness-raising measures in all areas and organisational units on the topic of people with disabilities at universities and higher education institutions.

(3) The staff member is considered to be independent in professional terms and in the exercise of his/her function and, in particular, with regard to substantive advisory activities. They are assigned to the Vice Rector for Human Resources and Finance in terms of the employment and labour law.

(4) In order to fulfil the tasks associated with this function, the Rector will provide the necessary resources (space, staff and material expenses). A budget will also be allocated annually for this purpose.

§ 21 Representative for People with Disabilities

(1) Beneficiaries with disabilities have the right to elect their own representatives. The legal basis for the activities of the Representative for People with Disabilities is the Disability Employment Act (§§ 8 and 22a BEinstG) and the Federal Act on the Labour Constitution and Freedom of Association (§ 67 ArbVG).

(2) To properly fulfil their tasks, the Representative for People with Disabilities will be provided with a working space and other material requirements free of charge to an extent judged as appropriate by TU Graz. Likewise, the maintenance of the provided space and objects will be provided free of charge (§ 22a para. 15 BEinstG).

(3) The Representative for People with Disabilities will be entitled to use the resources in his/her own workplace (PC, etc.) and the infrastructure (rooms and staff) of the Works Council, to which he/she belongs, to perform the required tasks.

(4) The cash expenses incurred by the Representative for People with Disabilities when performing his/her duties will be reimbursed from the Family Burdens Equalisation Fund, unless compensation can be paid on the basis of other legal provisions (§ 22a para. 15 BEinstG). In addition, TU Graz grants funds to cover reasonable travel and accommodation expenses incurred to receive further training and for networking.

Part C: STAFF AND ORGANISATIONAL DEVELOPMENT

Section I: General Information

Local and global roles and processes lead to changes in organisations and the composition of their staff. Different diversity characteristics and identity aspects such as gender, ethnicity, class, religion, age, education, sexual orientation, mental and physical abilities, lifestyle and many more aspects are part of these processes.

§ 22 Equality-based staff development

TU Graz views diversity as a valuable resource and source of creativity and innovation. Respecting and using different experiences and diverse ways of thinking are essential prerequisites for this and are an important part of staff development.

(1) TU Graz actively promotes the use of an equality-based staff policy. The principles of gender mainstreaming and diversity management should be included in all measures concerning staff and organisational development.

(2) The international orientation of TU Graz encourages openness and interest in other cultures and helps staff and students to adopt global perspectives as well as to use the potential resulting from the use of diverse approaches.

(3) Staff and organisational development should be regarded as an important instrument for increasing the proportion of women and the advancement of women.

(4) TU Graz will take appropriate staff, organisational and financial measures with regard to the following areas:

1. promotion of scientific achievements by women,
2. promotion of young female scientists and students,
3. elimination of the existing underrepresentation of women in a training or employment relationship with TU Graz and in all functions, and
4. further education and promotion of professional qualification of women.

Section II: Procedural Regulations Involving the Working Group for Equal Opportunities¹

§ 23 Requirement to promote the advancement of women

To fulfil the requirement to promote the advancement of women as described in § 41 UG and in conjunction with § 11 B-GIBG, the proportion of women in all functions at TU Graz should be increased so long as they are underrepresented. If a share of at least 50% is not achieved, female applicants who are as well-suited for the desired position as the best-suited competitor will be given priority until a share of at least 50% women is achieved, unless the competitor has additional personal qualifications.

§ 24 Job advertisements

(1) Advertisement texts will, with the exception of specially dedicated posts, be written in a female and male or a gender-neutral form and should not contain any additional remarks that suggest a preference for a certain gender, contain discriminatory formulations as described in the B-GIBG, or exclude the application of persons with a disability.

(2) Advertisement texts must be able to serve as an objective basis for decision-making during the admission procedure. Therefore, in addition to all admission requirements, they must contain a comprehensive profile of the requirements (especially the relevant and desired qualifications) and comprehensible, sufficiently detailed qualification criteria.

Language skills required to perform the duties of the post or function should be specified in the advertisement text.

(3) If one or more groups are underrepresented, advertisement texts for filling both posts and management functions should contain this additional text:

TU Graz aims to increase the proportion of women and, in particular in management and academic staff. Therefore, qualified women are explicitly encouraged to apply. If certain groups are underrepresented (§ 11 para. 2 B-GIBG), the sentence should also be added “If the applicants have equal qualifications, women will be given priority unless reasons relating to the person of an equally qualified competitor prevail.” (Opening clause § 11b B-GIBG)

(4) TU Graz is committed to supporting equal opportunities in practice and designs its job advertisements to comply with non-discriminatory principles, making special reference to equal opportunities objectives in all advertisements and application situations. Advertisement texts for

¹ All procedural regulations can be found in this GPL, including the regulation on the advancement of women. Equal opportunities and the advancement of women always are related to one another; the advancement of women should be seen less as the advancement of women and more as compensation for existing unequal treatment.

filling both positions and management functions should contain the additional text “Disabled people with appropriate qualifications are expressly invited to apply.”

(5) The advertisement text for the organisational unit concerned, including the description of the job and duties, should be demonstrably brought to the attention of the AkG by submitting it to the AkG office at least two weeks prior to the publication of the advertisement in accordance with § 42 para. 6Z 1 UG.

(6) In the case of advertisements for management positions and professorships, the competence in gender mainstreaming should be named as a selection criterion.

(7) If the AkG has reason to believe that a job advertisement text is discriminatory or otherwise contradicts these provisions, it will be entitled to appeal to the Arbitration Board within three weeks. The job advertisement cannot be published until the Arbitration Board has reached a decision.

(8) Advertisement texts that contradict paragraphs 1 and 2 as well as advertisement texts that are so vaguely written that they do not provide an objective basis for decision-making in the subsequent staff selection procedure are inadmissible. The same applies to an over-specified advertisement if a justified suspicion exists that an attempt is being made to restrict the potential group of applications unobjectively or to favour a certain person or person of one gender, or if any other discrimination exists pursuant to the meaning of the B-GIBG.

(9) If an advertisement is not published as described in § 107 para. 2 UG, the AkG needs to be provided with this information before the employment contract is signed. Specifically, the AkG office must be informed of the proposed appointment resulting from a qualified selection procedure and receive a comprehensible justification for the selection.

§ 25 Re-issuing the job advertisement

(1) The university institution or the body responsible for advertising an open position must demonstrably and actively search for suitable applicants. The relevant evidence needs to be included in the files. The AkG guidelines regarding the failure to re-issue the job advertisement, as amended from time to time, will be applied.

(2) By the end of the application period, if no applications have been received from women who fulfil the legal prerequisites and admission requirements and meet the requirements described in the advertisement text, the institution or body advertising the position needs to submit to the AkG in writing a description of the measures taken to encourage women to apply, in the case of existing underrepresentation. In this case, the advertisement will be re-issued.

(3) The AkG may waive the re-issue of the advertisement.

§ 26 Involvement of the AkG in the selection procedure

(1) The AkG should be provided with the list of applications received, once the application deadline has passed and without delay (§ 42 para. 6 subpara. 2 UG).

(2) The AkG should be provided with the list of invited persons without delay if, in the course of the selection procedure for a vacant post or function, admission or selection interviews are held with applicants (§ 42 para. 6 subpara. 3 UG); the complete application documents need to be made available to the AKG.

(3) If underrepresentation occurs, all applicants who meet the requirements of the advertisement will be invited. The AkG must be invited to these interviews in writing at least two weeks in advance.

- (4) If third parties are involved in the evaluation of applicants (e.g. external management consultants, staff consultants), it must be ensured that the selection procedures applied have gender mainstreaming and gender budgeting as mandatory selection criteria in accordance with EU legal requirements and that the FPL and GPL of TU Graz are brought to the attention of these external third parties. The AkG must be involved in this selection process and invited in writing to all admission, interview and application talks, hearings, etc. at least two weeks in advance.
- (5) In appointment procedures for university professors, § 30 to 33 of this GPL also apply.

§ 27 Admission interviews with applicants based on job advertisements

- (1) In admission interviews, hearings and the like, no discriminatory questions (e.g. about family planning) should be asked. When assessing the suitability of applicants, no selection and evaluation criteria may be used which are based on a discriminatory, stereotypical understanding of gender (consider the academic curriculum vitae).
- (2) Applications submitted by women during a period of absence from work (i.e. employment gap) provided for by law will be included in the selection procedure and considered under the same condition as the other applications.
- (3) As a general rule, admission criteria that are not mentioned in the advertisement text may not be considered. If auxiliary criteria must be developed to facilitate decision-making (in an exceptional case) in the respective staff recruitment procedure, these cannot be biased. Nor may the requirements formed as a result of the introduction of the auxiliary criteria deviate from the qualification requirements stated in the advertisement text. The auxiliary criteria must allow for decision-making. Aspects that are insignificant with regard to the future performance of the task may not be used. Furthermore, no auxiliary criteria may be used that are based on a discriminatory or stereotypical understanding of gender roles. If, in exceptional cases, auxiliary criteria are used in the selection decision, the resulting staff decision needs to be justified plausibly to the AkG in writing.
- (4) When selecting applicants, consideration will be given to CVs that have an interruption due to the provision of childcare, other care, or due to the responsibility to nurse dependents.
- (5) If women are underrepresented pursuant to § 11(2) B-GIBG, and no woman has been proposed for the appointment, the body that issued the advertisement needs to provide in writing to the AkG reasons for not considering each applicant in detail, referring to the criteria listed in the advertisement text and the qualifications of the selected applicants.

§ 28 Additional provisions for appointment procedures (§§ 98 ff UG)

- (1) A maximum of two members of the AkG have the right to participate in meetings of the appointment committees in an advisory capacity to make motions on procedural matters, to record special votes and to ascertain that certain contributions to the discussion made by members of the appointment committee are recorded in the minutes.

The AkG should be invited to each meeting of the appointment commission well in advance. In the absence of such summons, the appointment commission needs to hold a new meeting, duly inviting the AkG, to deliberate and pass a resolution on the matter upon which the decision is based.

- (2) The chairperson of the Senate must draw the attention of the members of the appointment committee to the requirement to promote women at the constituent meeting.

- (3) If candidates are included in the appointment procedure who have not applied (§ 98 para. 2 2nd sentence UG), these names need to be communicated to the AkG in writing without delay.
- (4) The AkG has the right to inspect all documents and, in particular, the application documents and the expert reports, in accordance with § 42 para. 4 UG, and also to reproduce them.
- (5) Female candidates who are as well-suited as the best-suited of the other candidates will be given priority in the appointment procedure.
- (6) Appointment negotiations need to be conducted as a matter of priority with female candidates in the appointment procedure who are as well-suited as the best-suited of the other candidates.
- (7) (1-6) should also be applied for the appointment procedures in correspondence with § 99.

§ 29 Invitations to professorial appointment lectures

- (1) In an appointment procedure, if applicants are invited to give a lecture or a personal presentation, all applicants who are eligible to do so based on the TU guidelines for appointment procedures will be invited in any case.
- (2) The AkG is entitled (according to § 42 (5) UG) to obtain additional expert appraisals of the invited applicants. All documents required for this purpose should be made available to the AkG and, in particular, for the production of photocopies (according to § 42 (4) UG)

§ 30 Selection decisions

- (1) Female applicants who are as well-suited as the best-suited applicants will be given priority in the appointment procedure until a proportion of women in the respective staff category of 50% has been reached.
- (2) Appointment negotiations need to be conducted as a matter of priority with female candidates in the appointment procedure who are as well-suited as the best-suited of the other candidates.
- (3) If no female candidate has been included in the appointment procedure, the appointment committee, when assessing the candidates, needs to explain in detail and in writing the reasons for their non-inclusion.
- (4) The Rector needs to notify the AkG in writing of his or her selection decision resulting from the appointment procedure before the appointment negotiations begin. The AkG can file a discrimination claim against this selection decision with the Arbitration Board within two weeks of receiving the notification (§ 98(9) UG).
- (5) (1) - (4) should also be applied for the appointment procedures in correspondence with § 99.

§ 31 Appointment of experts

When appointing experts, these must be informed that reviews of the work of scientists and scholars must consider life histories that are interrupted due to the provision of childcare, other forms of care, or due to the responsibility to nurse dependents.

§ 32 Provisions for habilitation procedures

The AkG must be involved in all habilitation procedures.

- (1) At least 50% of the members of the collegial organs established by the Senate need to be women (§ 20 para. 2 UG). If the proportion of women in the nominations of the individual groups falls below this percentage, the nomination needs to include a statement of reasons for this, which will be forwarded by the Senate to the Working Group on Equal Opportunities.

- (2) The AkG needs to be invited to all meetings well in advance and may participate in the meetings in an advisory capacity.
- (3) The AkG will provide support in finding suitable persons to act as experts.
- (4) The result of the Senate's selection of experts will be communicated to the AkG.
- (5) The chairperson of the habilitation committee must inform the AkG about the receipt of the expert opinions.
- (6) The expert opinions may be inspected and reproduced by the AkG.

Section III: Career Planning, Training and Continuing Education

§ 33 Duties arising from the training or employment relationship - duty or working hours

- (1) No assessment criteria may be included in aptitude assessments, service descriptions, appraisals and references which place the individual at a disadvantage on the grounds of their gender, ethnicity, religious or other beliefs, age, or sexual orientation or which are based on a discriminatory, stereotypical beliefs about the role, or contain other discriminatory formulations.
- (2) When defining official duties, no discriminatory, career-blocking assignments of duty assignments based on a stereotypical belief about the role may be made. The same applies to the job descriptions.

§ 34 Training and continuing education

- (1) The respective superiors are required to bring relevant training and further education opportunities in the field of gender, diversity and equality to the attention of all employees and take decision action to encourage them to participate.
- (2) All employees are entitled to receive continuing education to learn more about gender and diversity issues.
- (3) When planning training seminars, organisational measures should be taken to consider and support the principles of compatibility between study/work and family, depending on the budgetary resources (e.g. offering the possibility of childcare).

§ 35 Professional advancement

- (1) As long as the proportion of women is below 50%, decisions on the entrustment of general university staff with management functions and decisions on appointments and promotions need to be taken by the responsible head with the accompanying involvement of the AkG.
- (2) Female applicants who are as well-suited for the higher-ranking position (function) or promotion sought as the best-suited competitor will be given priority until the proportion of women has reached at least 50% in the group of university employees in each employment group (according to the employment and labour law) or in the respective function (according to the collective agreement).

Section IV: Ensuring Adequate Infrastructure to Promote Gender Equality and the Advancement of Women

§ 36 Working Group for Equal Opportunities

The Working Group for Equal Opportunities will address all matters concerning the equality of women and men, the advancement of women and equal opportunities without drawing a distinction on the basis of gender, ethnic affiliation, religious or other beliefs, age, or sexual orientation, in the sense of the B-GIBG.

- (1) The duties and rights of the AkG are guided by the B-GIBG, the UG and, in particular, §§ 42 ff leg cit.
- (2) In cases described in § 42 para. 8, 8a to 8c UG, the respective time limits for appealing to the Arbitration Board will be dated from the next working day after the AkG office receives the notification of the decision.

§ 37 Rights and duties of the members

- (1) People who fulfil duties as a member of the AkG also are considered as making an important contribution toward the fulfilment of their duties or service obligations at TU Graz, resulting from the educational or employment relationship. For this reason, time invested as an AkG member will be treated as working or service time.
- (2) When assigning and choosing tasks performed at the workplace and when determining official duties, the additional burden that results from the activity as an AkG member should be considered.
- (3) The AkG members should not suffer any professional disadvantage as a result of their function, neither while fulfilling their function nor after leaving this function.
- (4) The AkG members should be enabled to participate in regular training and information events.
- (5) If the AkG member's activity requires travel within the scope of the function, this travel will be paid for as a business trip. AkG members who are not employed by TU Graz are entitled to an appropriate reimbursement of expenses.
- (6) The time needed by AkG members and substitute members to perform activities in their official function should be regarded as working time.
- (7) The AkG chairperson and the deputy chairperson will be provided with a project assistant position for their term of office as compensation in order to help them perform their tasks. The chairperson and the deputy chairperson will agree upon the distribution of this position. This position is financed by funds from the Rectorate.

Part D: The Work-Life Balance

§ 38 Measures to balance work/studies and family responsibilities to care for children and/or dependents in need of care

- (1) TU Graz considers that it has an obligation to create framework conditions that help its members balance tasks and duties required to care for their families and those required to organise their professional lives or studies. In addition to the care of children, these care duties can also include caring for relatives who are in need of care.
- (2) Therefore, framework conditions that enable TU Graz members to more easily reconcile their work/studies and family care responsibilities will be created and measures to ensure this reconciliation will be developed.

(3) In this way, university members (§ 94 UG) with care responsibilities are made more visible. This applies to both students and employees at TU Graz.

(4) The care of relatives is treated as a reason for applying for a leave of absence in the sense of § 67(1) UG.

(5) TU Graz is committed to continuing to expand the portfolio of e-learning offers, which especially enables working students and students with care responsibilities to pursue a degree programme at an internationally high level.

(6) Surveys will be conducted to assess the situations of students with care responsibilities and develop further targeted measures.

§ 39 Representative for Work/Studies–Life Balance

(1) To implement and further develop measures to promote the work/studies–life balance, a Representative for Work/Studies–Life Balance will be appointed by the Rector based on a proposal made by the AkG.

(2) The already existing service point for Work/Studies–Life Balance is assigned to the Office for Gender Equality and Equal Opportunity.

(3) The rights and tasks of the Service Point for Work/Studies–Life Balance are taken from the UG, the TU Graz statutes and the Charter signed by the “*Familie in der Hochschule*” [Family in Higher Education, an association of international colleges and universities] (as of Nov. 2016). The Representative for Work/Studies–Life Balance can independently carry out his/her advisory activities from a professional point of view.

(4) The Representative for Work/Studies–Life Balance advises the university management on appropriate measures that can be developed/used to improve the balance between work/studies and family care responsibilities. This function includes the task of networking with the institutions of other universities that are concerned with work/studies-life balance agendas (all of which are part of UniKid-UniCare Austria), with the offices responsible for work/studies-life balance in the federal ministries, as well as with other institutions in Austria and abroad that are active and conduct researching in the field of work/studies-life balance.

(5) The Representative for Work/Studies–Life Balance develops measures that raise awareness for specific topics related to this issue in university staff and, in particular, in lecturers and persons working in teaching administration.

§ 40 Balancing work and family care responsibilities – the work-life balance

In the interest of achieving a good work-life balance, the use of flexible working time models and forms should be made possible.

§ 41 Working time

The AkG should be involved in helping the organisation develop models, record working time, and manage attendance and leaves of absence.

§ 42 Special leaves of absence and maternity leave

When taking special leaves of absence and parental leave for family reasons and to take leave to care for others, the following principles apply to all employees:

(1) The use of options to take on part-time employment and take parental leave, as well as to fulfil family obligations, should not lead to direct or indirect discrimination of employees with regard to their employment or training relationship.

(2) Upon re-entry, these employees should be given sufficient time to receive training and (re-)familiarise themselves with their area of responsibility.

§ 43 Substitution of employees when an employment ban occurs in the sense of the MSchG and parental leave

The Rectorate will provide funds for hiring substitute staff if an employment ban occurs (i.e. parenthood) at the earliest possible date.

Part E: RESEARCH

§ 44 Gender and diversity in research

Different experiences and diverse ways of thinking are drivers of creativity and innovation. Therefore, research teams with highly diverse team members are ideal for making new findings. Furthermore, in science and technical research, people or living matter are often the subject of investigation, or the resulting research findings can be relevant to different users. Taking this into account in the research design can lead to the discovery of new results. For these reasons, and in the spirit of equality, funding agencies are increasingly requiring the systematic integration of diversity and gender perspectives in research projects.

(1) Diversity- and gender-conscious proposal consultation is promoted. Diversity and gender are identified as relevant variables for research management and, at the content level, as relevant to formulating new questions and making new findings during the research process (i.e. increasing research innovation and increasing the visibility of the added value of diversity- and gender-conscious research).

(2) Researchers are given the opportunity to acquire knowledge about diversity and gender in further training sessions and lectures. Documentation is provided.

(3) Incentives are set (for example, in the form of grants and prizes) to recognise and promote diversity- and gender-sensitive research.

(4) The integration of diversity management, findings from diversity research and women's and gender studies is being advanced – also within the existing degree programmes.

(5) TU Graz is supporting the establishment of inter-university cooperations and joint work on diversity, and women's and gender studies are supported in research and teaching (for example, with the University of Graz or the IFZ Graz - Inter-University Research Centre for Technology, Work and Culture).

(6) TU Graz provides all organisational units addressing gender and diversity with all the necessary resources for this purpose.

Part F: TEACHING

§ 45 Gender and diversity in teaching

Diversity as an considering in team leadership and in research content increases teaching potentials: New teaching content can be offered and awareness of the diversity of students can be raised.

§ 46 Equal opportunities in access to studies

(1) The students attending TU Graz are more heterogeneous than ever before. This is in part due to efforts to achieve greater educational equity and in part due to the increasing internationalisation. Despite the fact that the proportion of female students in some fields of study is still low, the overall number of female students is steadily increasing. To adjust to this growing diversity and to take advantage of the potential it offers, this needs to be considered when designing degree programmes and teaching. TU Graz provides the necessary resources.

(2) Attention will be paid to designing admission procedures and criteria that avoid discrimination, are accessible and support equal opportunity in order to also attract previously underrepresented groups.

(3) Measures will be taken to attract first-year students from underrepresented groups in order to deconstruct subject-specific cultural norms (i.e. by offering target-group-specific counselling and mentoring programmes).

(4) TU Graz observes and analyses success and drop-out rates in the degree programmes as well as degree programme and teaching evaluations, considering the different life situations and social group affiliations. These form the basis for the development of further measures.

§ 47 Diversity and gender-sensitive university teaching

(1) TU Graz motivates teachers by providing qualification offers that help them to understand the heterogeneity among the students as an opportunity for high-quality teaching. These include opportunities for continuing education as part of didactics training or documents that encourage teachers to practice self-reflection.

(2) TU Graz offers teachers opportunities for continuing education on diversity and gender-relevant aspects that can be integrated into teaching.

(3) TU Graz provides incentives, for example, in the form of awards or prizes, which recognise and increase the visibility of diversity- and gender-sensitive teaching.

(4) The teaching evaluation will include at least one question related to the teacher's understanding of diversity and gender (e.g. in terms of equal opportunities and/or anti-discrimination).

§ 48 Integration of diversity management, diversity, women's and gender studies in curricula

The aim is to provide students with diversity and gender competence and to demonstrate the effectiveness of gender and diversity dimensions. In particular, several questions are explored: Whether and how do the researchers understand gender, social status, culture and display this personal understanding in the technologies they develop and their underlying problems and methods? How can bias and exclusion be avoided at all these levels?

(1) Sample curricula will be supplemented with reference to theories, methods and findings from diversity management, diversity, women's and gender studies. In particular, a focus will be placed on interdisciplinary issues (e.g. the history and development of the subject disciplines from a diversity and gender perspective) and the implications of the diversity and gender categories for science, research and practice in the respective subject discipline (e.g. in terms of technology assessment).

(2) TU Graz offers students teaching opportunities in the form of certain electives that demonstrate how diversity and gender aspects in research projects can result in new findings. This can be done by offering guest professorships and/or through cooperation with the University of Graz and the IFZ Graz.

(3) TU Graz provides incentives to integrate diversity and gender aspects into own scientific work (e.g. in the form of scholarships and awards).

(4) TU Graz supports subject disciplines in the development of diversity- and gender-conscious teaching through guest lectures and guest professorships and provides corresponding resources.

Part G: QUALITY ASSURANCE

§ 49 Quality assurance

(1) Systematic communication and measures taken to raise awareness in the sense of comprehensive diversity management (DiM) and gender mainstreaming (GM) will be initiated. This also includes the establishment of a working group composed of representatives from the Rectorate, Senate, staff units, relevant service departments, as well as from research and teaching, which supports the DiM and GM process at TU Graz as a resonance group/reflection circle.

(2) The DiM and GM principles will be included in all continuing education programmes.

(3) The systematic integration of diversity and gender perspectives in data collection, data analysis and data control processes (e.g. study progress, teaching and degree programme evaluation, staff surveys or salary developments) is ensured.

(4) The subject of equal opportunities as a component of quality is the subject of the research evaluation.

PART H: BUDGETING / GENDER BUDGETING AND ADVOCACY SYSTEMS

§ 50 Gender budgeting

In accordance with the Federal Constitution (Art. 13 para. 3 B-VG), TU Graz is required to anchor gender budgeting and thus strive for the actual equality of women and men in budget management.

Gender budgeting, as a sub-strategy of gender mainstreaming (GM), is performed to analyse and consider the effects of (financial policy) decisions on women and men. This is to ensure that the resources are equitable distributed and available to women and men. Accordingly, in order to implement gender budgeting, it is necessary to analyse and, if necessary, restructure revenues and expenditures.

(1) When drawing up target and performance agreements and when drawing up and allocating budgets, the requirements for the advancement of women in the Federal Equal Opportunities Act (B-GIBG), the Universities Act (UG) and the advancement measures contained in this GPL will be included as aspects that are relevant to planning and distribution. Budget applications which, in particular, counteract the underrepresentation or discrimination of women or other underrepresented groups or contain measures to assure equal opportunities and prevent discrimination will be prioritised and considered, depending on the available funds.

(2) When drawing up the performance agreement, the Rectorate will involve the AkG and the BGF and request any suggestions and proposals.

(3) The Rectorate will involve the AkG and the BGF when defining indicators for budget allocation. An indicator for the allocation of budget funds will, in any case, be measures that aim at the *de facto* equality of women and men in the organisational unit concerned.

§ 51 Incentive schemes

(1) The TU Graz Rectorate will ensure the creation and maintenance of budgetary incentive systems for the advancement of women as part of budget allocation.

(2) Specific measures to ensure equality will be integrated into the target and performance agreements signed with the faculties in order to define specific objectives and provide incentives for achieving these objectives. These will be defined by the Rectorate together with the respective deans. The AkG and the BGF should be involved in the development of suitable measures. Indicators will be jointly developed as criteria for this incentive system; among other things, the entry and promotion opportunities for women and men into/in the faculties or in the individual scientific branches are to be considered as such criteria.

Part I: ACTION PLANS, ADJUSTMENT MONITORING AND ADJUSTMENT CONTROLLING

§ 52 General provisions for action plans

(1) To support action plans, all TU Graz organs that have to make decisions or develop proposals on organisational, staff and financial matters to achieve this purpose and comply with the respective organisational regulations are responsible for carrying out the measures contained in the GPL.

(2) The standard of gender equality achieved must be maintained, but must also be continuously raised. The responsible organs at TU Graz agree to carry out measures and strive to achieve the goals described in laws and international legal norms (in particular Art. 7 B-VG; in §§ 1, 2 subpara. 9, 3 subpara. 9 UG; in §§ 41, 42 B-GIBG; in relevant EU norms, such as the Equal Treatment Directive; as well as in the UN Convention on the Elimination of All Forms of Discrimination Against Women). All responsible organs at TU Graz recognise the need to take measures to raise awareness and to give persons affected by discrimination the opportunity to assert their rights and to receive specific and directed support in doing so.

(3) Any form of discriminatory action and behaviour on the basis of gender, ethnicity, religious or other beliefs, age, or sexual orientation constitutes a violation of the duties implicit in the training or employment relationship and will be sanctioned in accordance with the (employment or labour) legal regulations. Persons who have other legal relationships with TU Graz are also subject to this regulation, including members of the University Council, reviewers and external private lecturers.

(4) Carrying out measures to achieve the *de facto* equality of women and men in all employment groups, in accordance with employment or labour law or the collective agreement, and in all functions at TU Graz is one of the duties resulting from the employment relationship. Violation of these provisions will be punished in accordance with the provisions of the employment or labour law. Persons who have other legal relationships with TU Graz are also subject to this regulation, including members of the University Council, reviewers and external private lecturers.

(5) Staff in all responsible organs at TU Graz will regularly undergo further training on the topics of equality, diversity, the advancement of women and gender mainstreaming.

§ 53 Equality monitoring

TU Graz is developing a gender equality controlling system to ensure transparency and to pursue the objectives of gender budgeting. Gender equality monitoring, which includes gender-specific data collection, data processing and gender-specific analysis, will be carried out. Sufficient staff resources will be made available by the Rectorate to complete these tasks.

§ 54 Survey of gender distribution in accordance with the Annex

§ 55 Increasing salaries

(1) In addition to other measures, the salaries of women and men will be surveyed separately each year. Annual average values will be collected.

(2) To be shown separately are:

- All costs per person, excluding employer contributions and
- the cost of salaries and teaching fees (including any allowances, contributions and other monetary benefits).

The report should include information about the development in any existing wage differences between women and men (i.e. changes in the gender pay gap).

The TU Graz salaries as a whole and the salaries accorded all faculties, as well as for all service facilities and administrative units, will be determined separately in each case, depending on the employment relationship and the employment and labour law. This information should be presented in an appropriately summarised manner for the respective area in order to preserve data protection (data aggregation).

(3) The Rector is ultimately responsible for collecting these data pursuant to para. 1. He/she is responsible for ensuring that the required data are collected continuously and as completely as possible in all organisational units and at all hierarchical levels of TU Graz.

(4) The results of the survey pursuant to para. 1 will be verifiably transmitted to the AkG from the Rectorate without delay. The current statistics will be published in an aggregated form using the TU Graz internal electronic communication tool of (TU4U), so that conclusions cannot be drawn about individual persons.

§ 56 Equality controlling

(1) Gender-aggregated data collected as part of the gender equality monitoring are used to show where action is needed.

(2) In the analysis of the data for results relevant to gender, budget items with a leverage function will be identified and examined with faculties and administrative units. They need to determine whether the results are truly gender-relevant, in order to avoid discrimination, and to take gender-specific inequalities into account. This requires close scrutiny; many budget allocations that, at first glance, appear to be “gender-neutral” may have gender relevance.

(3) Targets, measures and indicators will be defined for those budget items with a leverage function and integrated into the target and performance agreements.

(4) TU Graz establishes a reporting system for the university management as a control basis for the target and performance agreements as part of the gender equality monitoring process.

(5) TU Graz will set up a project group for this purpose and provide corresponding resources.

Part J: ENTRY INTO FORCE

§ 57 Entry into force

The GPL of TU Graz entered into force on the day of its publication in the TU Graz *Mitteilungsblatt*, on July 5, 2017.

ANNEX

Annex I - Survey of gender distribution

§ 54 Survey of gender distribution

(1) The gender distributions will be collected annually as part of the general reporting obligations. Annual averages will be collected. The reference date is established as December 31st of each calendar year.

The current status will be surveyed, documented and published, paying particular attention to gender disparities among employees and students.

The proportions of women and men will be surveyed and reported separately for TU Graz as a whole as well as for all faculties, all service departments and other administrative units.

For each group of persons, the proportions are determined separately for fixed-term and permanent employees as well as for part-time and full-time employees.

1. Academic university staff and general staff:

The employment relationships are reported both by numbers of individuals and by full-time equivalents, namely:

- for existing and transferred federal staff at the end of the implementation period of the UG,
- for new staff employed by the University as of 01.01.2004, broken down according to the categories available in the staff administration system (currently SAP) and according to the type of employment (global budget/third-party funds) as well as according to any further differentiations made within the framework of the statutes or the collective agreement.

2. Students - graduates:

The gender distribution of students at the university, in the respective faculties and in the individual fields of study, is to be determined according to the following categories:

- First-year students,
- Students who graduate from all individual degree programmes, by type of study (BA, MA, doctorate)

The respective shares should be shown in absolute figures and in percentages.

3. Research fellows, according to the available data.

4. Teachers: Time spent teaching.

The amount of time spent teaching will be surveyed separately for each faculty, according to the respective existing teaching categories. The respective proportions will be reported in absolute figures and percentages as well as in relation to individuals.

If teaching takes place in the field of women's and gender studies and/or diversity studies, this should also be recorded.

5. Other areas:

If a decision is made in the following cases based on an application, request, etc., the proportion of women and men filing the application, request, etc. per calendar year will be submitted to the AkG:

- a) in the allocation of research funds,
- b) in the allocation of funds for continuing education related to research,
- c) in the allocation of funds for continuing education that is not related to research,
- d) when awarding travel grants (both from the global budget and from

third-party funds), and
e) in the allocation of funding (e.g. scholarships), in accordance with their share of the staff.

(2) The Rector is ultimately responsible for taking the survey of gender distributions pursuant to para. 1. He/she will ensure that the required data are collected continuously and as completely as possible in all organisational units and at all hierarchical levels of TU Graz.

Sufficient human resources will be made available for data collection and processing, subject to budgetary resources.

(3) The results of the survey of the respective shares pursuant to para. 1 will be verifiably transmitted to the AkG by the Rectorate. The current statistics will be published in an aggregated form in the official *Mitteilungsblatt* and on the TU Graz website.

(4) If staff matters are to be decided, reference will be made to these data. This will also be recorded in a written statement, providing the reasons for the decision.