

### 3 Illustrative Example

With the exception of the Introductions (Building Blocks 2a and 2b) that describe steps to be taken at the overall university level, this is a fictitious example. The texts are intended for the purpose of generating ideas and as a boilerplate for how the topic can be integrated into a grant application. The particular grant requirements are, of course, to be met, and the texts and possible steps to be taken are to be adapted accordingly.

#### Personnel

##### Introduction

#### **Building Block 2a: Equality and Equal Opportunity at the Medical University of Innsbruck – Steps for All Employees**

The Medical University of Innsbruck endorses equality and equal opportunity for its staff and gender-specific research and teaching. Austria's University Act of 2002 calls for efforts to promote equality in the Medical University's Affirmative Action Plan for Women. The Medical University has a Working Group for Equal Treatment that is not subject to directives and has wide-ranging authority and rights to make appeals in an effort to achieve equality for university personnel. In addition to this Working Group, organizational units have been established to develop and implement steps for achieving equality: The Gender Medicine & Diversity Unit and the Women's Health Center at the University Clinics for clinical work and research and the Coordination Office for Equality, Affirmative Action for Women and Gender Research with its departments for Work-Family Balance, Empowerment of Women & Mentoring, and Gender Research & Teaching for the development and realization of equality-relevant efforts and tools.

The following efforts toward equality have been achieved at the Medical University of Innsbruck:

- ✓ statutory 50% quota for women in all university committees and bodies
- ✓ the Working Group for Equal Treatment has wide-ranging authority to appeal appointments and jobs granted
- ✓ the Medical University takes over 75% - 90% of the childcare costs for children of university staff until the children enter kindergarten
- ✓ the Medical University runs its own kindergarten
- ✓ the Medical University offers childcare during the summer and other school holidays for children of university staff
- ✓ wide-ranging empowerment and mentoring program for young female scientists

- ✓ Gender Medicine as a compulsory course in all Medical University medical curricula: human and dental medicine, PhD program in clinical medicine, Bachelor's and Master's Degree programs in molecular medicine
- ✓ guidelines for learning methodology: Gender Medicine in research, teaching and for writing grant applications

Both the mentoring program for young female scientists and the offers and advice given on possibilities for childcare are used by the staff at Department XY. Every new female staff member is advised to take the Helene Wastl Mentoring Program, for which she is granted the necessary work schedules and time off....

## Project-specific Steps

### Building Block 1a: Equality and Equal Opportunity at the Personnel and Team Level

The management for the project *GENHORiZ (fictitious project)* wants to achieve equality between female and male staff at all levels of the project. Because of the existing personnel structures, a given university staff pool with open-end employment contracts, new persons can be hired for only approx. 20 percent of the positions (young scientists, team management). This means that influence in the interest of equality can be exerted only through the newly hired personnel. The following table shows the status quo and the positions to be filled.

	University Personnel		New Positions		Total in %	
	Women	Men	Women	Men	Women	Men
Project Management*		2	-	-		100
Team Management*	1	7	1	-	22.2	78.8
Scientific*	4	19	3	-	26.9	73.1
Student Assistants	-	-	4	-	100	
Administrative*	3	-	-	1	75	25
<b>Total</b>	<b>8</b>	<b>28</b>	<b>8</b>	<b>1</b>	<b>30.2</b>	<b>69.8</b>

\* full-time equivalent

In addition to hiring personnel specifically for projects and building up female management personnel, the following steps toward promoting equality awareness are foreseen in the framework of the project:

Steps	Goals	Target	
		Project start	Project end
Give out diploma thesis topics	Promote young female scientists	1	4
Give out PhD thesis topics	Promote young female scientists	0	2
Train young scientists (4-hr. sessions)	Personnel development for future team managers; 75% women, 25% men	0	2
Assist female postdocs to participate in mentoring program	Personnel development for young female scientists (period: 1 year, mentoring, seminars)	1	3

Train team managers and scientific personnel „Gender in Science“	Teach competence: methodology know-how for integrating sex-/gender-specific factors into scientific work	0	1
Grant two „scholarships“ to members of the project team to have them attend the annual congress of the pertinent international medical society	Promotion of two young female PhD students, including submission of an abstract and presentation of study results	0	2

Training young female scientists and future female personnel and team managers will extend beyond the term of the project. It is planned that within ten years 40% of the positions as team manager and 20% of the positions as project manager will be awarded to women. This personnel development strategy has been agreed with the Medical University and the preliminary steps are anchored in the Medical University's development plan.

## Research Content

### Introduction

#### Building Block 2b: Gender Medicine Research and Teaching at the Medical University of Innsbruck

Gender Medicine has been taught at the Medical University of Innsbruck since 2006; in the years thereafter it was successively expanded. Since 2015 Gender Medicine has been a compulsory part of all degree programs. Taught are the fundamentals, Gender Medicine as a cross-cutting topic as well as methodology for the purpose of considering gender-specific aspects in research and teaching. For this purpose, students, young scientists, and teachers are given guidelines in compact form to teach them methodology for *scientific work*, *applications for grants* and *gender & teaching*.

### Project-related Steps

#### Building Block 1b: Implementation of Gender Medicine Aspects in the Research Project

Here please give a concrete description of the gender medicine aspects of the research project.

Suggestions and examples can be found on the following websites:

*Gendered Innovations of Stanford University* under the headings *Science* (basic research) and *Health & Medicine*:

<http://genderedinnovations.stanford.edu/fix-the-knowledge.html>

Quelle: Schiebinger, L., Klinge, I., Sánchez de Madariaga, I., Paik, H. Y., Schraudner, M., and Stefanick, M. (Eds.) (2011-2015). *Gendered Innovations in Science, Health & Medicine, Engineering and Environment*: <http://ec.europa.eu/research/gendered-innovations/>. Abgerufen: January 14, 2021.

For additional examples and evidence-based findings on various illnesses, see the website of the *National Institutes of Health: A to Z Guide: Sex and Gender Influences on Health*

<http://orwh.od.nih.gov/resources/sexgenderhealth/index.asp>

Quelle: National Institutes of Health (NIH), 9000 Rockville Pike, Bethesda, Maryland 20892; <https://www.nih.gov/>; Abgerufen: January 14, 2021.