

# GENDER EQUALITY PLAN

**MCI | THE ENTREPRENEURIAL SCHOOL®**

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Gender Equality Plan

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## 1 Guiding Principles & General Conditions

MCI | The Entrepreneurial School is committed to diversity, pluralism, openness, tolerance and appreciation with regard to faculty, staff, students, and other relevant stakeholder groups and is actively committed to providing equal opportunities for these groups, especially regardless of gender, age, religion, impairment or disability, ethnicity, sexual orientation, ideology and social background.

The aim is to avoid direct and indirect discrimination on the basis of the aforementioned attributes, and to consistently embed diversity and gender management in the relevant fields of action and hierarchical levels of MCI. MCI is considering intersectionality which means that social identities work on multiple levels, resulting in unique experiences, opportunities and barriers for each person.

In fulfilling its tasks and in developing and implementing measures relating to gender equality and the advancement of women, MCI is guided by the legal foundations of the Austrian Federal Constitution, the Austrian Equality Act (GBIG GBB. I No. 7/2011, in its current version) and the provisions of the Austrian University of Applied Sciences Studies Act (FHG in its current version). MCI's Gender Equality Plan is based on its "Measures for the equality between women and men and regulations for the advancement of women at MCI" and refers to the European Commission Eligibility Criteria for Horizon Europe projects.

## 2 Scope of Application

The measures for equality for people of all genders, the provisions for the advancement of women as well as diversity management apply to all members of MCI, i.e. faculty, staff, and students, insofar as this is directly or indirectly related to official duties or obligations.

## 3 Objectives

- 3.1 Within the scope of MCI, no person may be directly or indirectly discriminated against on the basis of gender, ethnic origin, religion or belief, age, sexual orientation or any physical or mental impairment. MCI members will not tolerate any form of sexual harassment, sexist conduct or bullying.
- 3.2. Equal opportunities apply to all persons irrespective of gender, age, sexual orientation, ethnic origin, religious affiliation, ideology, social background, and any impairment.
- 3.3. Within the framework of its economic and organizational capacity, MCI endeavors to consider the different life situations and interests of people of all genders in the best possible way. All individuals are recognized as equal partners in all areas of higher education, in all functions and activities and at all hierarchical levels. Framework conditions are maintained or created, which enables everyone, irrespective of gender, to access the fields of activity corresponding to their qualifications in accordance with their personal and professional aptitude.

3.4. MCI aims to strengthen the gender and diversity competence of its students, staff & faculty.

## 4 Approach

The goal of the European Commission is to strengthen gender equality as a cross-cutting priority and therefore it is important to distinguish three strategic approaches to gender equality:

**Fixing the Numbers** - focuses on increasing women's participation at all organizational levels.

**Fixing the Institutions** - promotes gender equality in careers through structural change.

**Fixing the Knowledge** - stimulates excellence in science and technology by integrating gender analysis into research.

In developing the objectives and measures, MCI has taken this strategy as an orientation.

### 4.1 FIXING THE NUMBERS

#### 4.1.1 Data collection and monitoring

*To establish a baseline situation in relation to gender equality at MCI, against which progress can be monitored regularly.*

The data collection includes:

- Staff by sex/gender at relevant levels, functions and decision-making positions (e.g. across organizational units, committees, boards)
- Internal and external faculty by sex/gender
- Candidates applying for job positions by sex/gender
- Staff members having left the organization by sex/gender
- Student applicants by sex/gender at all levels and for all disciplines
- Students by sex/gender at all levels and for all disciplines, and academic outcome
- Student drop-out rates by sex/gender at all levels and for all disciplines

#### 4.1.2 Gender Equality Analysis

*To identify areas of relative strength and weakness, which will allow better targeting of actions and priorities within the Gender Equality Plan and ensure that it is evidence-based.*

#### **4.1.3 Development & implementation of measures emerging from the previous analysis**

*To address areas where large gender differences have been identified in the data analysis by developing targets and measures with relevant indicators.*

- All MCI staff, internal and external faculty and students, and especially managers, are encouraged to contribute to this goal within their sphere of influence (cf. 4.2 and 4.3).
- Balanced gender ratio: MCI actively uses marketing measures to increase the proportion of under-represented students and participates actively in projects and programs that aim to increase such.
- Elimination of under-representation: Where possible, MCI aims to eliminate an existing under-representation of women and men across all organizational units and hierarchical levels and all functions and activities.

#### **4.1.4 Communicating the numbers, targets and indicators**

*To inform the relevant stakeholders through adequate channels.*

### **4.2 FIXING THE INSTITUTION**

#### **4.2.1 Align organizational structures and processes**

*To structurally anchor gender equality.*

- The first point of contact for perceived problems is the responsible person or body (e.g. direct superior, workers' council, equal opportunities officer, student representative, Academic Council, representative for the impaired or disabled people, etc.) who comes closest to the problem from a factual or organizational point of view.
- MCI's structure provides for the function of an equal opportunities officer, who acts as a contact person for MCI staff, students and faculty. The equal opportunities officer is responsible for the following tasks, among others:
  - Information, advice, and assistance in the field of gender and diversity,
  - Participation in gender- and diversity-based personnel and structural development,
  - Participation in tendering and application procedures and participation in decision-making,
  - Drawing up plans for basic and target-group-specific measures with regard to equality, the advancement of women and diversity,
  - Preparation of the annual report of the Working Group on Equality, Diversity and the Advancement of Women including data on the representation of women and men across organizational units, hierarchical levels and study programs, and submission of the report to the Academic Council and Rectorate Annual evaluation of the achievement of objectives and measures,

- Raising awareness, offering trainings, disseminating information and initiating and coordinating projects in the field of gender equality, the advancement of women and diversity,
  - Head of the Working Group on Equality, Diversity and the Advancement of Women,
  - Contact point in cases of discrimination, harassment and sexual harassment,
  - Networking and cooperation with institutions concerned with equality, diversity and the advancement of women.
- MCI provides a working group for equality, diversity and the advancement of women in its organization, consisting of representatives of the management, the Academic Council, the workers' council, the equal opportunities representative, the students' university representative and the representative for disabled people. The working group meets quarterly at a minimum.
- The working group will continuously review and further develop the here mentioned principles, objectives and approach. Any need for action, recommendations and/or measures identified by the working group will be communicated to the responsible representative bodies and/or management, with consideration for any confidentiality obligations. The tasks of the working group also include collecting, screening and, if necessary, revising existing procedures, guidelines, etc. with regard to the aforementioned objectives (e.g. Good Academic Practice, Ethics Guidelines, Guidelines for Gender-equal Language at MCI). The working group's tasks also include the preparation of proposals for the promotion of under-represented or disadvantaged groups, as well as for the promotion of women.
- The MCI Academic Council has established a permanent working group on gender equality. The working group is responsible for preparing decisions of the Academic Council regarding the preparation and development of the Equality Plan and related issues.
- Corporate wording: MCI's corporate wording is designed in such a way as to take account of the goal of equality between women and men and the provisions on the advancement of women. In order to implement a gender-equal language, a guideline for all members of MCI is available and made publicly accessible by the Working Group on Equality, Diversity and the Advancement of Women. Any use of discriminatory and stereotypical forms of communication is prohibited.
- Code of Conduct: MCI's Code of Conduct establishes a common framework for the behavior of all members of MCI. The Code of Conduct is based on the MCI objectives, values, and success factors defined in the Mission Statement, and it supports us in achieving these objectives.

#### 4.2.2 Take diversity dimensions into account in personnel development

*To support professional and personal development while considering the personal living conditions.*

- Job advertisements – regardless of field or position – are explicitly targeted at all genders.
- Application and appointment procedures: In the case of equal suitability, preference should always be given to persons of the same gender who are clearly underrepresented in this group of employees. In any case, a clear under-representation is to be assumed if the number of persons of one gender falls below 25%. As a rule, the equal opportunities officer of MCI is to be involved in all application and appointment procedures.

- MCI aims to provide MCI members with family-friendly and health-promoting conditions within the framework of its economic and organizational capabilities. The aim is to maintain and promote the compatibility of professional and care obligations (e.g. pregnancy, parenthood, dependents in need of care). MCI facilitates flexible working hours through company agreements concerning such, which promote the compatibility of work and family while taking into account company requirements. MCI enables mothers or fathers to take advantage of parental leave and offers flexible part-time models for rapid or gradual re-entry subsequent to parental leave.
- Study-related framework conditions: Within the framework of its organizational and economic capabilities, MCI will strive to enable students to manage pregnancy, parenthood and the caring for dependent relatives with their studies
- Flexibility regarding work model, work location and working hours (support before/during/after parental leave)
- MCI employees take part in internal or external training courses in order to raise their awareness of diversity, in accordance with organizational requirements (diversity trainings, training plans, Sakai platform, etc.)
- Transparent career model offering equal opportunities regardless of sex/gender

#### **4.2.3 Align services to the diverse needs of students**

*To take into account the diverse composition of the student group in a complex world.*

- Disability officer, who acts as a contact person for MCI students and offers advice and help
- Revision of degree programs to make it easier to balance studies with other commitments (e.g. organization of studies, time model)
- Mental health offers (contact points, information, individual consultation)
- MCI scholarships for citizens of countries outside the European Union and the European Economic Area
- Counseling services for underrepresented applicant groups
- Entry-level courses for first-semester students (e.g. mathematics, languages)

### **4.3 FIXING THE KNOWLEDGE**

#### **4.3.1 Integration of the diversity dimension in teaching & curricula**

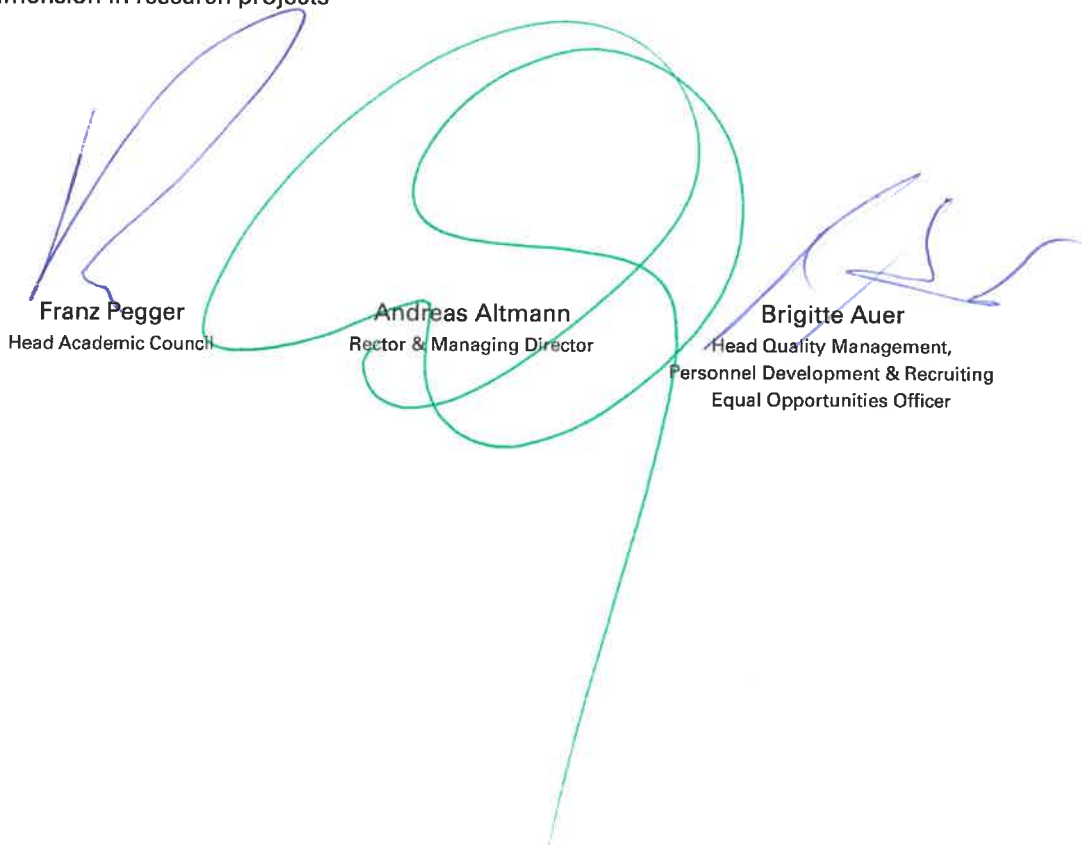
*To raise awareness and increase the competence of its faculty, staff and students.*

- MCI promotes the integration of gender- and diversity-specific topics in teaching
- Gender and diversity-related topics are taken into consideration when designing curricula (e.g. teaching materials)
- Platform for pooling existing materials, helpful resources, etc.

#### 4.3.2 Diversity dimension in research & research projects

*To integrate the diversity dimension in the conception and implementation of research projects.*

- MCI promotes the integration of gender- and diversity-specific topics in research
- Consideration of gender and diversity in research frameworks through the ethics committee (research topics and objectives, etc.)
- Review of research projects for diversity (e.g. composition of the research group, research objectives)
- Training opportunities for research staff on successful implementation of the diversity dimension in research projects



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