

## **Work Package 8**

# **Analysis of the situation of women and men at the Vienna University of Economics and Business Administration**

## **Austria**

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**GB\_management**

## Table of Contents

|   |           |
|---|-----------|
| <b>Introduction</b>   | <b>3</b>  |
| <b>1. Analysis of the situation of women at the Vienna University of Economics and Business Administration</b>                                  | <b>4</b>  |
| 1.1 The Vienna University of Economics and Business Administration<br>– An overview   | 4         |
| 1.2 Women and men at the University of Economy and Business Administration – the Gender pyramid   | 4         |
| 1.3 Women and men in scientific fields  | 8         |
| 1.4 Income of women and men at universities   | 12        |
| 1.5 Women and men in decision-making  | 12        |
| 1.6 Evaluation/Analysis of the availability and presentation of data about the situation of women and men at universities                       | 13        |
| <b>2. Equal opportunities policies and instruments for its implementation at the Vienna University of Economics and Business Administration</b> | <b>15</b> |
| 2.1 Legal frame for gender equality and affirmative action at the Vienna University of Economics and Business Administration (WU)               | 15        |
| 2.1.1 Gender Equality and Affirmative Action in the Statutes of the WU .....  | 15        |
| 2.1.2 Affirmative Action Plan .....   | 16        |
| 2.2 Affirmative action and gender equality in the governance instruments  | 17        |
| 2.3 Gender Mainstreaming as a governance instrument   | 19        |
| 2.4 Institutions for the promotion of equality and equal treatment  | 19        |
| 2.5 Individual measures to promote the role of women/equal opportunities in science   | 21        |
| 2.6 The promotion and coordination of women’s and gender research and teaching at the WU  | 23        |
| 2.7 The promotion of research and teaching by women   | 25        |
| <b>3. Financing and budgeting regulations at the Vienna university of Economics and business administration</b>                                 | <b>26</b> |
| 3.1 Important positions, stakeholders and bodies of the budgeting process   | 26        |
| 3.2 Laws, treaties and agreements which regulate the financing and budget planning at the university  | 27        |
| 3.2.1 General laws, treaties and agreements on budgeting.....   | 27        |
| 3.2.2 Special laws, treaties and agreements on budgeting considering women’s issues .....   | 29        |
| 3.3 Management Instruments on budgeting at the university   | 29        |
| <b>4. The budget and its distribution within the University</b>   | <b>31</b> |
| 4.1 Revenues of the Vienna University for Economics and Business Administration   | 31        |
| 4.2 Expenditures of the Vienna University for Economics and Business Administration   | 33        |
| <b>5. Conclusions</b>   | <b>35</b> |



|   |           |
|---|-----------|
| 5.1 The situation of women at the WU                          | 35        |
| 5.2 Gender equality and affirmative action policies at the WU | 36        |
| 5.3 Transparency and level of participation                   | 36        |
| 5.4 Useful (?) management instruments                         | 37        |
| <b>6. References</b>  | <b>38</b> |

## **Introduction**

The report at hand delivers the background for further work within the framework of the project “Gender Budgeting as an Instrument for Managing Scientific Organisations to Promote Equal Opportunities for Women and Men – With the Example of Universities”. The aim of the forthcoming work is to develop instruments to include gender in budgeting of universities in order to foster gender equality. Thus, in this work package a description of the situation of women and men at the university, an analysis of affirmative action and gender equality policies and of the budgeting process at the Vienna University of Economics and Business Administration (WU) is given. The report is based on a review of documents and legal texts of the WU and on the analysis of published by the WU.

# **1. ANALYSIS OF THE SITUATION OF WOMEN AND MEN AT THE VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION**

## **1.1 The Vienna University of Economics and Business Administration – An overview**

During the last decade important legislative changes in the university sector had a major impact on the structure and organisation of the universities. The changes did not only effect persons employed by the universities by introducing new regulations concerning the employment status and the administrative organisation of the universities they also had an effect on students by introducing new curricula. Based on § 21 (1) of the university law the Vienna University of Economics and Business Administration (WU) introduced a new organisational structure. The former structure differentiated between four main fields of research (Management; Economics; Law; Social Sciences and Humanities). The new structure consists of twelve different departments (Marketing; Finance and Accounting; Management; Strategic Management and Innovation; Cross-border Business; Information Systems and Operations; Economics; Business, Employment and Social Security Law; Public Law and Tax Law; Social Science; Foreign Language Business Communication; Statistics and Mathematics). With the spin-off of the universities at the beginning of 2004 the WU had to create a development plan laying down the direction for the future development of the WU. In the course of the profiling of the WU the concentration of teaching and research activities on management, business law and economics is planned. Other subjects like languages, history, sociology, statistics or mathematics are pursued exclusively within an economic context (WU 2005b, 4).

## **1.2 Women and men at the University of Economy and Business Administration – the Gender pyramid**

As already mentioned the restructuring of the universities had an effect on all groups either employed or studying at the universities. It is important to point out that as a result of these modifications it is quite difficult to compare data before and after the restructuring. Taking a closer look at the number of students at different levels of study we face similar problems of comparability. The WU was obligated to implement new curricula according to the Bologna-Model. In the fall term 2002 a new curriculum was introduced offering a Baccalaureate and Master Course in Commercial Information Technology, a diploma programme in business administration and international business administration, economics, business education science and economic sciences and a doctorate programme in all these subjects. Since the fall term 2006 in all programmes Baccalaureate and Master Courses were introduced. As a result of these changes it is difficult to obtain information about certain issues (i.e. average duration of study, drop-out rates) because students are allowed to switch to the newly established programmes. According to a survey among students carried out in the summer term 2004, fall term 2004/05 and summer term 2005 the average duration of study is 12,43 terms. The average duration of study of female students is about 12,45 terms, that of male students 12,4 terms (Frauenbericht 2005, 16). In the year 2006 the same survey was carried out again and the results were only slightly different. Then the average duration of study was 12,62 terms (female students 12,40 terms and male students 12,87 terms) (Frauenbericht 2006, 23).

Since 1994/95 the number of female students is rising gradually (see table 1). In 1994/95 41,49% of all enrolled students were women, in 2004/05 the percentage of female students had risen up to 48,95%. At the same time the number of female first-year students has grown

from 44,67% in 1994/95 to 53,80% in 2004/05. Since the year 1998/99 the share of women among first-year students was more than 50% in each year.

**Table 1: Share of women among students from 1994/95 to 2004/05**

|         | Students <sup>1</sup> |        |       | First-year students <sup>2</sup> |       |       |
|---------|-----------------------|--------|-------|----------------------------------|-------|-------|
|         | Total                 | Women  | %     | Total                            | Women | %     |
| 2004/05 | 20.629                | 10.097 | 48,95 | 4.143                            | 2.229 | 53,80 |
| 2003/04 | 20.134                | 9.570  | 47,53 | 3.083                            | 1.579 | 51,27 |
| 2002/03 | 21.082                | 10.043 | 47,64 | 3.822                            | 1.977 | 51,73 |
| 2001/02 | 18.954                | 8.895  | 46,93 | 2.946                            | 1.592 | 54,04 |
| 2000/01 | 22.307                | 10.202 | 45,73 | 3.372                            | 1.820 | 53,97 |
| 1999/00 | 22.023                | 9.925  | 45,07 | 3.274                            | 1.715 | 52,38 |
| 1998/99 | 21.409                | 9.438  | 44,08 | 4.291                            | 2.216 | 51,64 |
| 1997/98 | 21.533                | 9.360  | 43,47 | 3.593                            | 1.775 | 49,40 |
| 1996/97 | 21.696                | 9.225  | 42,52 | 4.045                            | 1.915 | 47,34 |
| 1995/96 | 21.659                | 9.122  | 42,12 | 4.147                            | 1.909 | 46,03 |
| 1994/95 | 21.231                | 8.808  | 41,49 | 3.783                            | 1.690 | 44,67 |

<sup>1</sup> The numbers of the students are related to the fall term of indicated year.

<sup>2</sup> The numbers of the first-year students are related to the total year (fall term + spring term).

Source: WU Infosammlung 2005, Folie 2 and 4, own calculation

Looking at the number of graduates (see table 2) it can be stated that the share of women among the number of diploma graduates was rising gradually from 42,34% in 1994/95 up to 47,19% in 2004/05. As the number of graduates of the newly introduced Baccalaureate and Master is very low up to date, the numbers of graduates of the former diploma-course and doctorate are much more important. These indicate that the female percentage of students graduating from a doctorate is much lower than the share of women among diploma graduates. The percentage of female diploma graduates was 47,19% in 2004/05, the number of female students receiving a doctorate was about 33,75% in the same year. Although the number of women graduating with a doctorate has increased as well over the last decade it is still significantly lower than the number of their male colleagues.

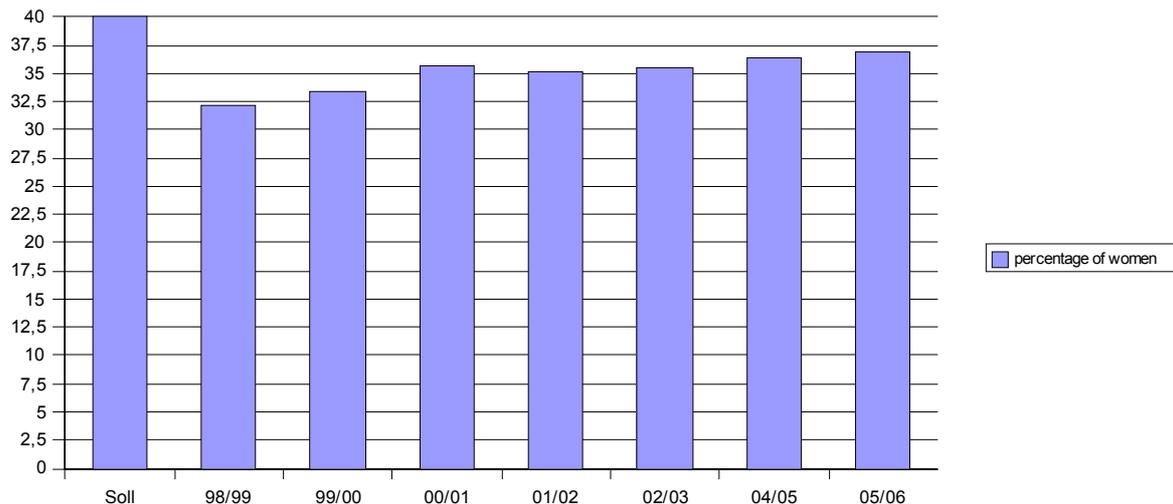
**Table 2: number of graduates and share of women from 1994/95 to 2004/05**

|         | Diploma |       |       | doctorate |       |       |
|---------|---------|-------|-------|-----------|-------|-------|
|         | Total   | Women | %     | Total     | Women | %     |
| 2004/05 | 1.479   | 698   | 47,19 | 160       | 54    | 33,75 |
| 2003/04 | 1.348   | 661   | 49,04 | 79        | 26    | 32,91 |
| 2002/03 | 1.155   | 540   | 46,75 | 97        | 26    | 26,80 |
| 2001/02 | 1.155   | 544   | 47,10 | 82        | 25    | 30,49 |
| 2000/01 | 1.244   | 600   | 48,23 | 90        | 24    | 26,67 |
| 1999/00 | 1.160   | 582   | 50,17 | 66        | 17    | 25,76 |
| 1998/99 | 1.267   | 581   | 45,86 | 84        | 26    | 30,95 |
| 1997/98 | 1.283   | 571   | 44,51 | 115       | 26    | 22,60 |
| 1996/97 | 1.144   | 461   | 40,30 | 103       | 25    | 24,27 |
| 1995/96 | 1.191   | 518   | 43,49 | 98        | 24    | 24,50 |
| 1994/95 | 1.214   | 514   | 42,34 | 91        | 17    | 18,68 |

Source: WU Infosammlung 2005, Folie 7 and 9, own calculation

The federal law of equal treatment (Bundes-Gleichbehandlungsgesetz B-GIBG – BGBl. Nr. 100/1993) lays down a quota for women at 40%. This means that women should be given priority in the process of application provided that they are qualified in the same way as their male colleagues. Taking a look at the percentage of women of scientific personnel at the WU (Figure 1) we can conclude that the percentage of women has slightly increased from 32,14% in 1998/99 to 36,89% in 2005/06. With the exception of 2001/2002 the share of women among the total amount of scientific personnel is gradually approaching the mandatory level of 40%.

**Figure 1: Female share of scientific personnel in %**



Source: Frauenbericht 2002, 16; Frauenbericht 2003, 14; Frauenbericht 2005, 4 ff.; Frauenbericht 2006, 8.

With the spin-off of the universities at the beginning of 2004 the WU had to introduce new categories of personnel which are not corresponding to those categories provided by the old structure. Despite the fact that the data is not really comparable they indicate the genderspecific distribution of jobs. The number of female professors was rising from 2,74 % of employed professors in 1999 to 8,03% of the equivalent number of full-time employed professors in 2003 and 10,60% of the equivalent number of full-time employed professors in 2005 (Table 3). In the year 2006 the share of female professors declined again to 9,49%.

**Table 3: Female professors at the WU in percent**

|                          | 1999 | 2000 | 2001 | 2002 | 2003 | 2005  | 2006 |
|--------------------------|------|------|------|------|------|-------|------|
| <b>Female Professors</b> | 2,74 | 2,74 | 4,17 | 7,04 | 8,03 | 10,60 | 9,49 |

Source: Frauenbericht 2002, 18; Frauenbericht 2003, 10f.; Frauenbericht 2005, 45f.; Frauenbericht 2006, 15.

Although the habilitation has lost significance in the last years because it is no precondition of applying for a professorship any longer it still is an important step in a scientific career. From the available data it is observable that women are still significantly underrepresented in the number of successfully concluded habilitation processes. From 1958 to 1999 the proportion of female habilitations was 10,7%, in the academic year 2001/02 there were no women among seven habilitations, in the following year 33,33% of the habilitations were completed by women and in the academic year 2004/05 only one man was habilitated at the WU. In 2005/06 the number of habilitations was increasing again. Out of 11 scientist who completed their habilitations three were written by women which makes a female share of 21,43%.

**Table 4: Habilitations**

|                | 1958-1999 | 1.7.2001-30.6.2002 | 1.7.2002-30.6.2003 | 1.7.2004-30.6.2005 | 1.7.2005-30.6.2006 |
|----------------|-----------|--------------------|--------------------|--------------------|--------------------|
| <b>Men</b>     | 75        | 7                  | 6                  | 1                  | 11                 |
| <b>Women</b>   | 9         | 0                  | 3                  | 0                  | 3                  |
| <b>Total</b>   | 84        | 7                  | 9                  | 1                  | 14                 |
| <b>Women %</b> | 10,7      | 0,0                | 33,33              | 0,00               | 21,43              |

Source: Frauenbericht 1999, 37; Frauenbericht 2002, 76; Frauenbericht 2003, 117; Frauenbericht 2005, 12

At the level of scientific assistants the implementation of the new university structure is observable most apparently. New employment categories were introduced and former categories are expiring. The employment status of an university assistant based on the old employment law and the status of contracted assistants are expiring. Therefore in the last few years no such employment contracts were concluded any longer and so there is no indicative value concerning the modifications of the employment rate of women on this level. With the new employment law a new contract for assistants was introduced (§ 49 I VBG) for persons having a PhD and this kind of contract was taken over by the autonomous Vienna University of Economics and Business Administration in 2004. The number of people employed on basis of this contract is rising constantly and so this category of employees is quite interesting to analyse because it gives us an insight in the proportion of women among those assistants who have been employed recently. The proportion of women in this category has risen from 9,09% in 2002 to 41,94% in 2003 and then has fallen to 34,23% in 2005. The number of women in this category has risen again to 37,71% in 2006. Among the newly introduced scientific employees 53,39% were women in 2005 and 48,51% in 2006 and among scientific employees in training 47,06% were female in 2005 and 50% in 2006. As in several employment categories the number of employees is very low the indicative value concerning the proportion of women is quite low as well. So it makes sense to look at those numbers where the number of employees is quite high. The proportion of women among scientific personnel funded by third-party funds was 45,91% in 2005 and almost stayed on the same level in 2006 (45,68%). The share of women among the numbers of lecturers is slightly decreasing from 30,9% in 1999, 30,21% in 2002, 30,00% in 2003, 29,41% in 2005 to 30,00% in 2006. Among the approximately 120 tutors 32,22% were women in 2005 and 31,93% in 2006.

**Table 5: Scientific personnel and share of women in percent 1999, 2002, 2003, 2005, 2006**

|   | 01.07.1999 <sup>1</sup> |       | 01.07.2002 <sup>2</sup> |       | 30.06.2003 <sup>3</sup> |       | 01.07.2005 <sup>4</sup> |       | 30.06.2006 <sup>5</sup> |       |
|---|-------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------------|-------|
|   | total                   | fem % |
| <b>Professors</b>                                     | 73                      | 2,74  | 71                      | 7,04  | 74,75                   | 8,03  | 75,50                   | 10,60 | 73,75                   | 9,49  |
| <b>Senior Lectures</b>                                | -                       | -     | 55                      | 14,55 | -                       | -     | 62,50                   | 15,20 | 64,00                   | 16,41 |
| <b>University Assistants<sup>6</sup></b>              | 202                     | 27,20 | 112                     | 36,61 | 143,50                  | 28,22 | 45,50                   | 36,26 | 35,00                   | 42,86 |
| <b>Contracted Assistants<sup>7</sup></b>              | 134                     | 43,82 | 59                      | 62,71 | 23,50                   | 70,21 | 9,50                    | 57,89 | 6,00                    | 50,00 |
| <b>Assistants<sup>9</sup> according to § 49 I VBG</b> | -                       | -     | 11                      | 9,09  | 31                      | 41,94 | 55,50                   | 34,23 | 67,63                   | 37,71 |
| <b>Scientific Employees</b>                           |                         |       | 13                      | 38,46 | -                       | -     | 82,60                   | 53,39 | 115,55                  | 48,51 |
| <b>Scientific Employees in training</b>               |                         |       | -                       | -     | 53,00                   | 47,17 | 51,00                   | 47,06 | 40,00                   | 50,00 |
| <b>Teachers (Bundes- und Vertragslehrer)</b>          | 32                      | 71,88 | 36                      | 66,67 | 35,33                   | 64,19 | 34,65                   | 65,94 | 35,15                   | 66,42 |
| <b>Project Employees</b>                              | -                       | -     | 36                      | 36,11 | -                       | -     | 8,73                    | 50,43 | 10,33                   | 43,58 |
| <b>Teaching Assistants</b>                            | -                       | -     | 5                       | 60,00 | 10                      | 45,00 | 3,00                    | 66,67 | 5,00                    | 40,00 |

|   |     |       |     |       |     |       |        |       |        |       |
|---|-----|-------|-----|-------|-----|-------|--------|-------|--------|-------|
| <b>Scientific Civil Ser-vants and Employees</b>         | 7   | 28,60 | 8   | 25,00 | 10  | 30,00 | 8,20   | 36,59 | 8,20   | 36,59 |
| <b>Scientific Personnel funded by third-party funds</b> | -   | -     | -   | -     | -   | -     | 60,28  | 45,91 | 75,71  | 45,68 |
| <b>Lecturers<sup>9</sup></b>                            | 488 | 30,90 | 238 | 30,21 | 710 | 30,00 | 476,00 | 29,41 | 460,00 | 30,00 |
| <b>Tutors</b>   | -   | -     | -   | -     | 1   | 0,00  | 119,50 | 32,22 | 119,00 | 31,93 |

Number of employments in the respective level of employment. <sup>2</sup> Number of employments in the respective level of employment. <sup>3</sup> Full-time equivalents except lecturers and tutors (head count). <sup>4</sup> Full-time equivalents except lecturers and tutors (head count). <sup>5</sup> Full-time equivalents except lecturers and tutors (head count). <sup>6</sup> This employee status is based on the former public service law and is expiring. <sup>7</sup> This employee status is based on the former public service law and is expiring. <sup>8</sup> This employee status is granted in analogy to the contract laid down by the new public service law passed in 2001.

Source: Frauenbericht 1999, 8; Frauenbericht 2002, 15; Frauenbericht 2003, 11; Frauenbericht 2005, 45; Frauenbericht 2006, 55f.

Among the administrative personnel the share of women is traditionally high, but has gradually decreased since 1999 to 2006 (see table 6). In 1999 78,12% of the administrative personnel were women, in 2002 this number had fallen to 73,46%. In the following year the proportion of women was rising again to 78,54% and up to 2005 the share of women had decreased again to 69,53%. From 2005 to 2006 the share of women has slightly risen to 70,42%.

**Table 6: Administrative Personnel**

|                | <b>1.7.1999</b> | <b>1.7.2002</b> | <b>30.6.2003</b> | <b>1.7.2005</b> | <b>30.6.2006</b> |
|----------------|-----------------|-----------------|------------------|-----------------|------------------|
| <b>Total</b>   | 297             | 322             | 317,61           | 373,97          | 378,82           |
| <b>Men</b>     | 65              | 85,5            | 74,5             | 113,94          | 112,07           |
| <b>Women</b>   | 232             | 236,5           | 243,11           | 260,04          | 266,77           |
| <b>Women %</b> | 78,12           | 73,46           | 76,54            | 69,53           | 70,42            |

Source: Frauenbericht 1999, 8; Frauenbericht 2002, 15, 62; Frauenbericht 2003, 11; Frauenbericht 2005, 45, Frauenbericht 2006, 55f., own calculations.

### 1.3 Women and men in scientific fields

Looking at the distribution of men and women over diverse scientific fields we face the same problems of comparability because as already mentioned above due to the modifications in the university structure the organisational structure of the WU has changed as well. As new curricula were introduced this is applicable as well regarding the data of students. Table 7 depicts the different studies and the share of women. In 2004 the proportion of female students among management students enrolled in the new curriculum was almost 50% and the new study field of International Management had a share of women of 54,89%. At economics the number of female students was about 38,55% compared to 29,13% of women in the old curriculum. The subject of Business Education was dominated by women with 72,26% of female students in the new and 58,52% in the old curriculum. A remarkable low share of women is observable in the field of Information Systems, where the share of women was about 25,80% in the old curriculum. In this field the total number of students in the new curriculum was so low that it is not significant.

**Table 7: Number of regular studies (including multiple studies), reference date 1<sup>st</sup> Dec. 2004**

|   | <b>Total</b> | <b>Women</b> | <b>% of Women</b> |
|---|--------------|--------------|-------------------|
| <b>Management (old)</b>                                 | 4775         | 1990         | 41,68             |
| <b>Management (new)</b>                                 | 6918         | 3450         | 49,87             |
| <b>Commerce (old)</b>                                   | 5748         | 2810         | 48,89             |
| <b>International Management (new)</b>                   | 6269         | 3441         | 54,89             |
| <b>Economics (old)</b>                                  | 714          | 208          | 29,13             |
| <b>Economics (new)</b>                                  | 908          | 350          | 38,55             |
| <b>Business Education (old)</b>                         | 687          | 402          | 58,52             |
| <b>Business Education (new)</b>                         | 977          | 706          | 72,26             |
| <b>Economic Science – Business Administration (new)</b> | 614          | 248          | 40,39             |
| <b>Economic Science – Socio Economics (new)</b>         | 573          | 327          | 57,07             |
| <b>Economic Science – Business Law (new)</b>            | 2157         | 1025         | 47,52             |
| <b>Information Systems (Bacc.)</b>                      | 1062         | 274          | 25,80             |
| <b>Information Systems (diploma)</b>                    | 3            | 2            | 66,67             |
| <b>Individual Diplomas</b>                              | 201          | 109          | 54,23             |
| <b>Social Science (Doc.)</b>                            | 848          | 331          | 39,03             |

[Source: WU 2006b, 57, own calculation.](#)

Taking a closer look at the distribution of scientific personnel over different scientific fields the proportion of women varies remarkably (see table 8a, 8b, 8c and 8d). In 2005 at the Department of Information Systems and Operations the share of women was lowest (10,61%) followed by the Department of Statistics and Mathematics with 15,38%. At three Departments the proportion of women was more than 20%, the Department of Cross Border Business (23,08%), the Department of Economics (24,47%) and the Department of Social Science (24,94%). At the Department of Strategic Management and Innovation 32,26% of the personnel were women and at the Department of Finance and Accounting 37,21% of the employees were female. The following departments had share of women of more than 40%: the Department of Marketing (40,35%), the Department of Public Law and Tax Law (43,68%), the Department of Business, Employment and Social Security Law (45,76%) and the Department of Management (46,72%). The highest proportion of women had the Department of Foreign Language Business Communication (61,24%) where also the number of employed scientific staff is quite high (58,54 full-time equivalents). In 2006 the Department of Information Systems and Operations still had the lowest share of women among their employees, it even decreased to 8,65%. The Department of Foreign Language Business Communication was again the department where most women were appointed and it even increased its share up to 62,20% of women. At the following departments the number of employed women increased in 2006: Marketing (43,26%), Management (48,71%), Strategic Management and Innovation (33,83%), Cross-Border Business (30,65%), Economics (31,22%) and Social Science (28,33%). A decrease in the percentage of women has taken place at the following Departments: Finance and Accounting (33,5%), Business, Employment and Social Security Law (38,98%), Public Law and Tax Law (34,77%) and Statistics and Mathematics (13,56%).

Concerning the hierarchical pattern of gender distribution it is observable that at the highest level of scientific personnel women are very rare. At half of the departments no female professors are employed. In 2005 the Department of Marketing, the Department of Finance and Accounting, the Department of Management and the Department of Social Science had each one female professor and two female professors were employed at the Department of Foreign Language Business Communication and at the Department of Economics. In 2006 the Department

of Finance and Accounting, the Department of Management, the Department of Economics, the Department of Business, Employment and Social Security Law and the Department of Social Science had each one female professor. Only at the Department of Foreign Language Business Communication two female professors were employed in this year. The female proportion of Senior Lecturers is quite low as well on most Departments. Another important employment category are assistants (analogously to § 49 I VBG) because this item comprises those assistants who have been employed recently. Looking at those departments, which have appointed more than four new assistants in this category the share of women, was highest in the Department of Foreign Language Business Communication (69,23%) in 2005 and at the Department of Economics (73,33%) in 2006. At the Department of Finance and Accounting the share of women increased from 20% in 2005 to 27,27% in 2006 and at the Department of Social Science from 33,33% to 63,64%. At the Department of Management it decreased from 50% to 42,86% and at the Department of Business, Employment and Social Security Law from 27,27% to 11,11%. At the Department of Marketing and at the Department of Cross-Border Business no women were employed in this category in both years. At the Department of Information Systems and Operations the number of newly appointed assistants stayed on the same low level of 11,11%.

**Table 8a: Distribution of personnel among scientific fields and percentage of women (01.07.2005 and 30.06.2006)**

|  | Marketing   |              |              |              | Finance & Accounting |              |              |              | Management   |              |              |              |
|--|-------------|--------------|--------------|--------------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|  | 01.07.2005  |              | 30.06.2006   |              | 01.07.2005           |              | 30.06.2006   |              | 01.07.2005   |              | 30.06.2006   |              |
|  | Total       | %            | Total        | %            | Total                | %            | Total        | %            | Total        | %            | Total        | %            |
| <b>Professors</b>                              | 6           | 16,67        | 6            | 0,00         | 7,5                  | 13,33        | 7,5          | 13,33        | 6            | 16,67        | 6            | 16,67        |
| <b>Senior Lectures</b>                         | 3           | 0,00         | 3            | 0,00         | 6,5                  | 7,69         | 6,5          | 7,69         | 4            | 25,00        | 4            | 25,00        |
| <b>University Assistants</b>                   | 5           | 60,00        | 5            | 60,00        | 2                    | 100          | 2            | 100          | 3            | 0,00         | 2            | 50,00        |
| <b>Contracted Assistants</b>                   | 0,5         | 100          | 0,5          | 100          | 0,5                  | 0,00         | 1,5          | 0,00         | 1            | 100          | -            | -            |
| <b>Assistants § 49 I VBG</b>                   | 4           | 0,00         | 5            | 0,00         | 5                    | 20,00        | 5,5          | 27,27        | 4            | 50,00        | 7            | 42,86        |
| <b>Scientific Employees</b>                    | 4           | 50,00        | 10           | 70,00        | 11,5                 | 60,87        | 18           | 33,33        | 8            | 75,00        | 9            | 77,78        |
| <b>Scientific Employees in training</b>        | 5           | 80,00        | 5            | 80,00        | 9                    | 44,44        | 6            | 66,67        | 1            | 100          | -            | -            |
| <b>Teachers (Bundes- und Vertragslehrer)</b>   | -           | -            | -            | -            | -                    | -            | 1            | 0,00         | 3,49         | 57,24        | 3,99         | 62,59        |
| <b>Project Employees</b>                       | 1           | 100          | 0,75         | 100          | -                    | -            | 1,38         | 100          | 1,4          | 64,29        | 1,63         | 53,85        |
| <b>Teaching Assistants</b>                     | -           | -            | -            | -            | 1                    | 50,00        | 1            | 50,00        | -            | -            | -            | -            |
| <b>Scientific Civil Servants and Employees</b> | -           | -            | -            | -            | -                    | -            | -            | -            | -            | -            | -            | -            |
| <b>Total</b>                                   | <b>28,5</b> | <b>40,35</b> | <b>35,25</b> | <b>43,26</b> | <b>43,00</b>         | <b>37,21</b> | <b>50,38</b> | <b>33,50</b> | <b>31,89</b> | <b>46,72</b> | <b>33,62</b> | <b>48,71</b> |

Source: Frauenbericht 2005, 27-38, Frauenbericht 2006, 34-45.

**Table 8b: Distribution of personnel among scientific fields and percentage of women (01.07.2005 and 30.06.2006)**

|                   | Strategic Management & Innovation |      |            |      | Cross-Border Business |      |            |      | Information Systems & Operations |      |            |      |
|-------------------|-----------------------------------|------|------------|------|-----------------------|------|------------|------|----------------------------------|------|------------|------|
|                   | 01.07.2005                        |      | 30.06.2006 |      | 01.07.2005            |      | 30.06.2006 |      | 01.07.2005                       |      | 30.06.2006 |      |
|                   | Total                             | %    | Total      | %    | Total                 | %    | Total      | %    | Total                            | %    | Total      | %    |
| <b>Professors</b> | 7                                 | 0,00 | 6          | 0,00 | 7                     | 0,00 | 7          | 0,00 | 6                                | 0,00 | 6          | 0,00 |

|   |              |              |              |              |              |              |              |              |              |              |              |             |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
| Senior Lectures                         | 1            | 100          | 1            | 100          | 5            | 0,00         | 5            | 0,00         | 6            | 0,00         | 4,50         | 0,00        |
| University Assistants                   | 2            | 0,00         | 2            | 0,00         | 1            | 100          | 1            | 100          | 3            | 0,00         | 1            | 0,00        |
| Contracted Assistants                   | 1,5          | 0,00         | 1            | 0,00         | 1            | 0,00         | -            | -            | -            | -            | -            | -           |
| Assistants § 49 I VBG                   | 1            | 100          | 2,00         | 50,00        | 4,5          | 0,00         | 4,13         | 0,00         | 9            | 11,11        | 9            | 11,11       |
| Scientific Employees                    | 7,5          | 40,00        | 11,75        | 40,43        | 9,5          | 47,37        | 12           | 58,33        | 5            | 20,00        | 8            | 12,50       |
| Scientific Employees in training        | 9            | 44,44        | 9            | 44,44        | 4            | 50,00        | 3            | 66,67        | 7            | 28,57        | 4            | 25,00       |
| Teachers (Bundes- und Vertragslehrer)   | 1            | 0,00         | -            | -            | -            | -            | -            | -            | -            | -            | -            | -           |
| Project Employees                       | -            | -            | -            | -            | 0,5          | 0,00         | 0,50         | 0,00         | 0,5          | 0,00         | 1            | 0,00        |
| Teaching Assistants                     | 1            | 100          | 0,50         | 100          | -            | -            | -            | -            | -            | -            | -            | -           |
| Scientific Civil Servants and Employees | -            | -            | -            | -            | -            | -            | -            | -            | 1,2          | 0,00         | 1,20         | 0,00        |
| <b>Total</b>                            | <b>31,00</b> | <b>32,26</b> | <b>33,25</b> | <b>33,83</b> | <b>32,50</b> | <b>23,08</b> | <b>32,63</b> | <b>30,65</b> | <b>37,70</b> | <b>10,61</b> | <b>34,70</b> | <b>8,65</b> |

Source: Frauenbericht 2005, 27-38, Frauenbericht 2006, 34-45.

**Table 8c: Distribution of personnel among scientific fields and percentage of women (01.07.2005 and 30.06.2006)**

|   | Economics    |              |              |              | Business, Employm. & Social Security Law |              |              |              | Public Law & Tax Law |              |              |              |
|---|--------------|--------------|--------------|--------------|--|--------------|--------------|--------------|----------------------|--------------|--------------|--------------|
|   | 01.07.2005   |              | 30.06.2006   |              | 01.07.2005                               |              | 30.06.2006   |              | 01.07.2005           |              | 30.06.2006   |              |
|   | Total        | %            | Total        | %            | Total                                    | %            | Total        | %            | Total                | %            | Total        | %            |
| Professors                              | 10           | 20,00        | 8            | 12,50        | 4  | 0,00         | 5            | 20,00        | 5                    | 0,00         | 5            | 0,00         |
| Senior Lectures                         | 14           | 21,43        | 15           | 20,00        | -  | -            | -            | -            | 1                    | 0,00         | 1            | 0,00         |
| University Assistants                   | 7            | 14,29        | 4            | 25,00        | 3,5                                      | 71,43        | 3            | 66,67        | 1                    | 0,00         | 1            | 0,00         |
| Contracted Assistants                   | 1            | 50,00        | 0,50         | 0,00         | -  | -            | -            | -            | -                    | -            | -            | -            |
| Assistants § 49 I VBG                   | 4            | 50,00        | 7,50         | 73,33        | 5,5                                      | 27,27        | 4,50         | 11,11        | 2,5                  | 60,00        | 2,50         | 60,00        |
| Scientific Employees                    | 8            | 25,00        | 10,50        | 33,33        | 7  | 71,43        | 11           | 63,64        | 12                   | 66,67        | 13           | 46,15        |
| Scientific Employees in training        | 3            | 33,33        | 3            | 33,33        | 8  | 37,50        | 5            | 20,00        | 3                    | 66,67        | 3            | 66,67        |
| Teachers (Bundes- und Vertragslehrer)   | -            | -            | -            | -            | -  | -            | -            | -            | -                    | -            | -            | -            |
| Project Employees                       | -            | -            | 1,25         | 40,00        | 1,5                                      | 100          | 1            | 0,00         | 1,83                 | 0,00         | 1,83         | 0,00         |
| Teaching Assistants                     | -            | -            | 1,50         | 33,33        | -  | -            | -            | -            | -                    | -            | -            | -            |
| Scientific Civil Servants and Employees | -            | -            | -            | -            | -  | -            | -            | -            | -                    | -            | -            | -            |
| <b>Total</b>                            | <b>47,00</b> | <b>24,47</b> | <b>51,25</b> | <b>31,22</b> | <b>29,50</b>                             | <b>45,76</b> | <b>29,50</b> | <b>38,98</b> | <b>26,33</b>         | <b>43,68</b> | <b>27,33</b> | <b>34,77</b> |

Source: Frauenbericht 2005, 27-38, Frauenbericht 2006, 34-45.

**Table 8d: Distribution of personnel among scientific fields and percentage of women (01.07.2005 and 30.06.2006)**

|            | Social Science |       |            |       | Foreign Language Business Communic. |       |            |       | Statistics & Mathematics |      |            |      |
|------------|----------------|-------|------------|-------|-------------------------------------|-------|------------|-------|--------------------------|------|------------|------|
|            | 01.07.2005     |       | 30.06.2006 |       | 01.07.2005                          |       | 30.06.2006 |       | 01.07.2005               |      | 30.06.2006 |      |
|            | Total          | %     | Total      | %     | Total                               | %     | Total      | %     | Total                    | %    | Total      | %    |
| Professors | 9              | 11,11 | 9          | 11,11 | 6                                   | 33,33 | 6          | 33,33 | 3                        | 0,00 | 2,25       | 0,00 |

|  |              |              |              |              |              |              |              |              |              |              |              |              |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Senior Lectures</b>                         | 14           | 21,43        | 15           | 20,00        | 1            | 0,00         | 2            | 50,00        | 6            | 0,00         | 6            | 0,00         |
| <b>University Assistants</b>                   | 11           | 36,36        | 9            | 44,44        | 7            | 42,86        | 5            | 20,00        | -            | -            | -            | -            |
| <b>Contracted Assistants</b>                   | 2            | 75,00        | 1            | 100          | 0,5          | 100          | 0,50         | 100          | -            | -            | -            | -            |
| <b>Assistants § 49 I VBG</b>                   | 3            | 33,33        | 5,50         | 63,64        | 6,5          | 69,23        | 7            | 71,43        | 3            | 0,00         | 4            | 25,00        |
| <b>Scientific Employees</b>                    | 3,5          | 28,57        | 1            | 0,00         | 4            | 75,00        | 7            | 71,43        | -            | -            | 0,50         | 0,00         |
| <b>Scientific Employees in training</b>        | 1            | 0,00         | 1            | 0,00         | -            | -            | -            | -            | -            | -            | -            | -            |
| <b>Teachers (Bundes- und Vertragslehrer)</b>   | 0,62         | 0,00         | 0,62         | 0,00         | 28,54        | 69,54        | 28,54        | 69,54        | 1            | 100          | 1            | 100          |
| <b>Project Employees</b>                       | -            | -            | -            | -            | 2            | 50,00        | 1            | 100          | -            | -            | -            | -            |
| <b>Teaching Assistants</b>                     | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | 1            | 0,00         |
| <b>Scientific Civil Servants and Employees</b> | 2            | 0,00         | 2            | 0,00         | 3            | 66,67        | 3            | 66,67        | -            | -            | -            | -            |
| <b>Total</b>                                   | <b>46,12</b> | <b>24,94</b> | <b>44,12</b> | <b>28,33</b> | <b>58,54</b> | <b>61,24</b> | <b>60,04</b> | <b>62,20</b> | <b>13,00</b> | <b>15,38</b> | <b>14,75</b> | <b>13,56</b> |

Source: Frauenbericht 2005, 27-38, Frauenbericht 2006, 34-45.

#### 1.4 Income of women and men at universities

As there is no data available about the income of employees at the WU, an analysis is not possible.

Concerning research funding the data is also not very satisfying because it is not collected systematically.. In the year 2005 the proportion of women applying for research grants and scholarships at funding granted by the WU was 28%, the share of women of the approved grants was 30,95% and the percentage of the granted money dedicated to women was 32,21% (Frauenbericht 2005: 49). This means that fewer women than men applied for grants but the approval rate and the awarded money for women was higher than that of their male colleagues. Similar tendencies were observable in the years 2002 and 2003 (Frauenbericht 2002, 128f.; Frauenbericht 2003, 91f.) The number of women applying for grants is remarkably lower than the number of male applicants (this corresponds with the lower number of scientific female employees at the WU), but the success rate of women is better than the success rate of men. Also the amount of granted money for female scientists is higher than that of their male colleagues (Frauenbericht 2003, 92).

#### 1.5 Women and men in decision-making

Women in decision-making positions are mostly underrepresented, although an increase in the number of women in high positions is observable. Table 9a reveals the number of women at the WU in 2002 and 2003 when the old structure was still applied. In these years out of four vice-rectors there was one woman and out of 33 institutes only women headed two. The number of female heads of the administrative support units was decreasing from 41,7% in 2002 to 31,82% in 2003. In 2006 when the new structure was already introduced half of the number of vice-rectors were women and one member of the five members of the University Board was a woman. Looking at the members of the senate 16,67% were women and none of the 12 Department Heads was a woman (see table 9b).

**Table 9a: Number of men and women in decision-making positions 2002 and 2003**

| Position  | 1.7.2002  |           |           |              | 30.06.2003 |           |           |              |
|---|-----------|-----------|-----------|--------------|------------|-----------|-----------|--------------|
|   | Total     | Male      | Female    | % Fem.       | Total      | Male      | Female    | % Fem.       |
| Rector  | 1         | 1         | 0         | 0,00         | 1          | 1         | 0         | 0,00         |
| Vice-rectors  | 4         | 3         | 1         | 25,00        | 4          | 3         | 1         | 25,00        |
| Head of the Commission of the University                  | 1         | 1         | 0         | 0,00         | 1          | 1         | 0         | 0,00         |
| Dean  | 1         | 1         | 0         | 0,00         | 1          | 1         | 0         | 0,00         |
| Vice deans  | 3         | 3         | 0         | 0,00         | 3          | 3         | 0         | 0,00         |
| Head of study commissions (Studienkommissionen)           | 4         | 4         | 0         | 0,00         | 8          | 8         | 0         | 0,00         |
| Heads of institutes                                       | 33        | 31        | 2         | 6,06         | 33         | 31        | 2         | 6,06         |
| Heads of the service units (Dienstleistungseinrichtungen) | 24        | 14        | 10        | 41,67        | 22         | 15        | 7         | 31,82        |
| <b>Total</b>  | <b>71</b> | <b>58</b> | <b>13</b> | <b>18,31</b> | <b>73</b>  | <b>63</b> | <b>10</b> | <b>13,70</b> |

Source: Frauenbericht 2002, 72; Frauenbericht 2003, 116

**Table 9b: Percentage of women in decision-making positions, 30.06.2006**

|   | % female |
|---|----------|
| Rector                                    | 0,00     |
| Vice-rectors                              | 50,00    |
| University Board                          | 20,00    |
| Departments                               | 0,00     |
| Senate                                    | 16,67    |
| Institutes                                | 12,77    |
| Research Institutes                       | 18,18    |
| Heads of the service units                | 56,25    |
| Heads of the administrative support units | 26,32    |

Source: Frauenbericht 2006, 16.

## 1.6 Evaluation/Analysis of the availability and presentation of data about the situation of women and men at universities

Looking at the data about the situation of women at the WU we face some problems. The first one is due to the fact that the WU is in the wake of a major reorganisation and restructuring process. As different curricula and different employment categories were introduced the comparability of data before and after the transformation process is problematic.

Besides problems of comparability there is also a problem of availability of data. The data about students in different study fields is not satisfying. There is also no data available about the income situation. Although the data is collected it is not publicly available. Furthermore the data about funding and scholarships is not collected systematically.

## 2. EQUAL OPPORTUNITIES POLICIES AND INSTRUMENTS FOR ITS IMPLEMENTATION AT THE VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION

### 2.1 Legal frame for gender equality and affirmative action at the Vienna University of Economics and Business Administration (WU)

The national laws in Austria provide a firm legal basis for gender equality and affirmative action at universities, here a summary of the most important provisions, which apply to the WU as well (details see WP4 (Klatzer/Mayrhofer/Neumayr 2006: 14ff)):

- **40% target quota for women** in all functions and positions and employment groups, depending on qualification (Federal Government Equal Opportunities Act). To work towards reaching the target is a duty of universities. The measures to achieve this goal are preferential employment, promotion, training and education of women.
- **Command of affirmative action** (§ 41 UG 2002): All organs of the university have to work towards reaching a well balanced ratio of men and women working at the university. The attainment of this goal is to be strived for by appropriate measures, especially the adoption and implementation of an affirmative action plan.<sup>1</sup>
- **Equality of men and women as one of the leading principles** for the universities when accomplishing their tasks (§2 Z 9 UG 2002),
- **Gender equality and affirmative action as part of the tasks of universities** which they have to deliver in the frame of their sphere of action (§ 3 Z 9 UG 2002),
- **Compulsory affirmative action plan** (§ 41, §19 (2) 6 UG),
- **Compulsory establishment of an coordination unit** for equal opportunity measures, affirmative action as well as gender research (§19 (2) 7 UG),
- **Working Committee on Equal Treatment** (*Arbeitskreis für Gleichbehandlungsfragen*) (§42 UG), the installation of an **Arbitration Commission** (*Schiedskommission*) (§43 UG).

#### 2.1.1 Gender Equality and Affirmative Action in the Statutes of the WU

Affirmative action and equal opportunities as strategic goals are written down in the affirmative action plan, which is an annex to the statutes of the WU (see 2.1.2.). Stipulations on gender equality and affirmative action are to be found in §§ 44 – 55 of the statutes, which contain sections on the Working Committee on Equal Treatment (see 2.4.), the affirmative action plan (see 2.1.2.) and on the establishment of a unit for gender research and teaching (see 2.6).

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<sup>1</sup> „Alle Organe der Universität haben darauf hinzuwirken, dass in allen universitären Arbeitsbereichen ein ausgewogenes Zahlenverhältnis zwischen den an der Universität tätigen Frauen und Männern erreicht wird. Die Erreichung dieses Ziels ist durch geeignete Maßnahmen, insbesondere durch die Erlassung und Umsetzung eines Frauenförderungsplans, anzustreben.“ (§41 UG 2002).

### 2.1.2 Affirmative Action Plan

The affirmative action plan (AAP) of the WU is part of the statutes, as required by the UG 2002 (§ 41, § 19 (2) 7 UG). The senate adopts the affirmative action plan for periods of 3 years based on a proposal of the Working Committee on Equal Treatment. The plan has to be evaluated annually and if necessary be amended with regard to the objectives (§ 54 Statutes of the WU). The evaluation and amendment is based on proposals of the Working Committee as well. The first affirmative action plan entered into force on January 1<sup>st</sup>, 2004. So far there has been no evaluation and amendment of the AAP.

#### **Strategic Objectives**

The affirmative action plan refers to the provisions and objectives of the UG (see 2.1., §1 AAP) and states in its preamble:

*“The WU avows itself to the concern of affirmative action, in order to take into account the competences of women in scientific, professional and social contexts. The effective equal treatment of women and men and affirmative action have to be adequately taken into account in personnel policies, research and teaching as well as in the distribution of resources. This is especially an obligation for persons in leading positions. Efforts to reach not only legal but also effective equality of men and women shall have a financial reward. Therefore the WU obligates itself to take into account the progress in fulfilling the equality mandate in the internal distribution of resources for research and teaching.”*

§3 AAP states that the WU has the following strategic and operative goals in implementing the AAP:

- Equal Opportunities
- Gender Mainstreaming
- Affirmative Action
- Elimination of under representation
- Prevention of disadvantages/discrimination
- Women’s and Gender Research
- Work environment
- Information
- Infrastructure

This list of issues, which is called strategic and operative goals, has several shortcomings. First, this list represents a mixture between objectives and instruments. Secondly it contains very general headlines in the form of principles and no specific goals. Furthermore, among the so-called strategic and operative goals there is not any concrete, checkable formulation of affirmative action or gender equality objectives. As remains to be seen, this imprecision sets the tone for the implementation of affirmative action and gender equality policy at the WU.

The AAP contains detailed reporting obligations concerning the status of women at the WU, including wages (§14 AAP) and research funding (§54 AAP).

## 2.2 Affirmative action and gender equality in the governance instruments

With the university reform 2002, new governance instruments gained major importance in the university management. The most important are agreements on objectives at different levels, development plans, budgetary allocation according to formulas and intellectual capital reports. It is a declared objective at the federal ministry level that affirmative action and gender aspects are to be integrated in all management instruments respectively in all areas of the individual instruments and that the practice of implementation should be evaluated regularly.

According to the AAP of the WU, the **allocation of budgets** has to take into account the 40% quota of the in Federal Government Equal Opportunities Act and the affirmative action provisions of the UG and the AAP as relevant criteria for planning and distributing funds (§51 (1) AAP). The implementation of affirmative action and equal opportunity objectives in budgetary policies is further dealt with in chapter 3.

The AAP stipulates (§5 AAP) that the objectives of gender equality and affirmative action have to be included in the following strategic documents:

- in all agreements on objectives,
- in the development plan,
- in the performance agreement with the ministry,
- in the performance reports and
- in the intellectual capital reports as well as
- in the guidelines for the activities of the bodies of the university.

In spite of this legal obligation to include gender equality and affirmative action objectives in the strategic documents, practice looks different as the following analysis of the relevant documents shows:

In the **agreement on objectives of the rectorate with the University Board** from December 12, 2003 there is not any gender equality and affirmative action objective included. This is a significant omission, because this document contains detailed objectives at an operative level with specific time lines. Furthermore, the achievement of these objectives is linked to the payment of performance-oriented pay components for the rector and the vice-rectors.

End of 2006 the WU signed the **performance agreement** with the federal ministry (*Leistungsvereinbarung*) for the period 2007 - 2009. This is a treaty under public law which contains an agreement on the objectives and activities of the university and is the basis for the basic public funding of the university (comp. §13 UG). Gender Equality and affirmative action does not figure among the strategic objectives and is not mentioned in the context of university development and profile development. Neither does the chapter on personnel development contain any reference to it (there is only a reference to the personnel development plan of 2003) nor the chapters on research (not even the newly established research institute on Gender and Diversity is mentioned in the list of existing research institutes), studies and other educational activities, knowledge transfer, increased internationality and mobility as well as inter-university cooperation. Only the chapter on social objectives contains affirmative action with one single

measure, a special personal development program for young female scientists with 4 two-day modules (see also chapter 2.5.).

In spite of the information contained in the performance agreement between the federal ministry and the WU that the **development plan** of the WU, the strategic document for the further development of the university, refers to the affirmative action plan, the development plan does not contain elements on affirmative action and gender equality (comp. Wirtschaftsuniversität Wien 2005b).

The **personnel development plan** (Wirtschaftsuniversität 2003) contains one single line on gender equality and affirmative action, namely it lists both under the topics relevant for further educational and qualification activities of the WU, for both, scientific as well as administrative staff (Wirtschaftsuniversität Wien 2003: 20).

In the **intellectual capital report**, which is required by UG 2002 since 2006 (with retrospective information for the year 2005) there is some more information. A federal regulation, the Intellectual Capital Report Act (ICRA), specifies quite in detail what sort of information and data the report has to contain. Thus, as required by the ICRA (see § 4 (1) d), in its narrative section, the intellectual capital report 2006 contains a 2-page chapter on “Measures for promoting equal opportunities for men and women and affirmative actions for women, particularly with the purpose of increasing the percentage of females in management positions and among the academic staff”. The chapter summarizes the main provisions of the AAP and states that the following concrete measures are deduced from the AAP stipulations:

- annual reporting on female shares among administrative and scientific university staff as well as students,
- annual evaluation of the implementation status of planned gender equality measures,
- participation of the WCET in recruitment procedures,
- leading positions for part-time workers,
- financial incentive-system in the frame of the annual budget allocation to departments within the scope of the performance agreements: higher weighting of female scientific staff.

Furthermore, professorship for Gender and Diversity in Organizations, existing since 1<sup>st</sup> of October 2004, is mentioned. The report states that the relevant institute has been endowed with the tasks according to § 19 (2) UG, which is only partly true (see chapter 2.7.).

The chapter further contains a short description of the Dr. Maria Schaumayer habilitation stipend (without presenting any data) and a mobbing counselling initiative. Furthermore it mentions the existence of an office (with 1 full-time staff) for the WCET (WU 2006b: 23).

Most data in the intellectual capital report is gender disaggregated as required by the ICRA. In summary, the intellectual capacity report mirrors the situation of little practical focus on gender equality and affirmative action as its reporting remains within the minimum legal requirements and shows no particular efforts.

Overall, the absence of affirmative action and gender equality considerations and objectives in the important strategic management documents is noticeable. The exception to this is the intel-

lectual capital report, which is a reporting document to the ministry with no really any strategic and operational focus.

### **2.3 Gender Mainstreaming as a governance instrument**

The statutes of the WU name Gender Mainstreaming (GM) among the strategic and operative objectives (§3, 2 AAP). Apart from the theoretical question whether GM is an objective and not much more a strategy to realize gender equality objectives, the question is how this general statement is transformed into ongoing management activities. The AAP specifies (§4 AAP) that the gender perspective has to be integrated in all decision making processes. Furthermore, it is written down in the AAP that in order to assure a consistent implementation, the WU uses, among others, the expert knowledge in the Working Committee on Equal Treatment and involves it actively in this implementation process.

One of the questions in evaluating the implementation of the provision is, what it means to integrate the gender perspective in all decision-making processes. As the university management is based on the idea of management by objectives, it would be reasonable to assume that gender equality considerations are integrated in the respective management instruments like agreements by objectives, reports, development plans etc. As the analysis of the most important strategic management documents has revealed (see chapter 2.2), gender equality considerations are absent. From this it could be followed that it seems not to play a significant role in university management and decision-making.

Still, it has to be noted, that the rector personally confirms his special commitment to gender equality. In practice, this commitment transforms into specific, individual actions (see 2.5.), but does not lead to the strategic, overall implementation of Gender Mainstreaming either.

To conclude, Gender Mainstreaming at the WU is an instrument mentioned in the statutes but up to now of not much practical significance. As there is a general overall commitment to integrate Gender Mainstreaming in all decision making processes but no visible action or strategy to do so, either there is a lack of knowledge about Gender Mainstreaming at the WU or resistance of strategic actors to implement the basic law of the WU itself. In either case, decisive action of the university leadership (the rector and his team) and sufficient resources for setting the process on track are needed.

### **2.4 Institutions for the promotion of equality and equal treatment**

The UG 2002 is quite clear on institutions for the promotion of equality and equal treatment. There is a legal obligation to establish a Committee on Equal Treatment, an Arbitration Commission<sup>2</sup> and a coordination unit at the university level.

#### ***Working Committee on Equal Treatment at the WU***

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<sup>2</sup> For a description of the arbitration commission see WP 4 (Klatzer/Mayrhofer/ Neumayr 2006: 17), it will not be dealt with further in this context.



The WU has, as all universities a Working Committee on Equal Treatment. The task of the Committee is to work against discriminations based on sex and other forms of discrimination (e.g. based on religion, age, sexual orientation etc.), by university organs. Furthermore, the Committee's task is to support and advice members and organs of university in gender equality issues as well as affirmative action (§ 42 (1) UG). Members of the Committee are university professors, scientific staff, general staff (3 members of each group) and students (2 representatives). Any of these groups can decide on whom to delegate to the Committee. The work of the Committee has to be free of any instructions. There is no additional remuneration for this work. The rectorate has to provide information and advice in all inner-university matters. The Committee has the right to see personal files and documentations, as far as it is necessary to comply with its tasks (§ 42 (4) UG).

If the Committee has a reason to assume that a decision of a university organ constitutes a discrimination of a person on the grounds of his/her sex, the committee has the right to appeal to the arbitration commission (§ 42 (8) UG). A decision concerning an employment contract may not be implemented before the arbitration commission has decided upon the case (§ 42 (9) UG).

The work in the WCET is very time consuming and it is difficult to combine this work with research activities (Wroblewski et al 2005, 201). At the WU, the WCET has an administrative support unit with 1 full-time staff. Even though this office can reduce the time burden on members, time constraints are an important problem. Even more so, as the tasks are broadly defined in the UG and the statutes of the WU add quite a list of additional tasks, among those:

- Appraisal of Curricula changes (§20 AAP)
- Provide expertise in the implementation of Gender Mainstreaming at the WU (§4 AAP)
- Make proposals for criteria for budget appropriations. (§ 51 (1f) AAP)
- Information of new staff about equal treatment and the work of the WCET
- Involvement in the development of new models of work time and the recording of working hours (§70 AAP)
- Counselling of persons affected by sexist behaviour, sexual harassment and mobbing (§44 (3) AAP)
- Consulting of university organs and persons in dealing with cases of sexist behaviour, sexual harassment and mobbing (§44 (3) AAP)
- Proposal for the nomination of child care representatives (§42 (3) AAP)
- Networking with gender equality and affirmative action institutions at other universities, with the responsible units in the federal ministry as well as with other relevant institutions in Austria and abroad (§48 AAP)
- Surveillance of the compliance with regulations regarding equal treatment (§ 47 AAP)
- Proposals for criteria for distribution of resources (§ 51)
- Reception of data on wages of university staff (§14 AAP)

- Reception of an annual report on research funding for men and women as well as resources for research relevant further education measures (§54 AAP)
- Proposal for the evaluation and amendment of the AAP.

It is impossible for the WCET to fulfil all these tasks given the currently available resources. Thus, it seems reasonable to concentrate on personnel decisions, which is the current practice of the WCET at the WU. But, there is a need to find an adequate institutional solution in order to make sure that the other important tasks can be performed. A coordination unit with a sufficiently large staff, working under the guidance of the WCET, could perform these functions in the field of equality policies, equal treatment and affirmative action.

### ***Commission for Women in Research at the WU***

Until the transformation of the WU according to the UG 2002 a special sub commission of the Senate (then called *Universitätskollegium, UK*<sup>3</sup>), the UK-Commission for Women in Research at the WU, existed, which had been established in 1990. This commission was mainly responsible for advising the UK and the rector and for promoting women in research at the WU. Its tasks were (comp. Buchmayr et al 1992: 156).

- the elaboration of measures to increase the share of women in research at the WU
- the elaboration and implementation of a special program “Women in research and teaching at the WU” as well as the promotion and increase of special courses in this field.

In cooperation with the WCET, the Commission for Women in Research elaborated a comprehensive framework program for the promotion of female researchers at the WU, which had been adopted by the UK in March 1992 (for a documentation of this program, including a program for continued training and career development, see Buchmayr et al 1992: 153ff).

Since the reorganization this commission ceased to exist and was not replaced. It is interesting to keep this historical fact in mind, because it highlights that institutional development is not without rupture. This Commission was the only institutionalized unit with an official task description. Its abandonment without any institutional replacement constitutes a step backwards in anchoring gender equality in the institutional framework of the WU.

### ***Missing Coordination Unit***

Contrary to the legal obligation to establish an administrative unit to coordinate the tasks of equality policies, equal treatment, affirmative action as well as gender research (§19 (2) 7 UG), the WU decided not to create such an institution. The research institute for Gender and Diversity in Organizations has been endowed to perform the tasks with regard to interdisciplinary gender research and teaching (details see chapter 2.6.). With regard to equality policies, equal treatment and affirmative action there is no such coordination unit at the WU.

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<sup>3</sup> In the previous governance structure of the WU, the UK was the main decision making body at the WU, with the rector as its chair. In the UK members of professors (constituting ½ of UK’s members), the research personnel (1/4) and students (1/4) as well as representatives of the administrative personnel were represented.

### ***Child care facilities***

The WU has a kindergarten for employees and students with long opening hours and open to children aged 18 months and older. The kindergarten does not receive special funds from the WU, it is financed by parent's contributions as well as by the usual public funding for child care. Furthermore, there are two child care representatives at the WU.

## **2.5 Individual measures to promote the role of women/equal opportunities in science**

Monetary and non-monetary individual support measures contribute significantly to the higher qualification and empowerment of women and thereby contribute to a reduction of disadvantages of women in science (BMBWK 2006b, 57). Stipend programs are aimed at increasing the chances for a scientific career by enhancing and accelerating the process of higher qualification. Thus, it is important to look at individual measures implemented at the WU as well. The most outstanding of these measures is a habilitation stipend for women, which is in place since 1991. Apart from this, a career development program has been initiated. Furthermore the rector plans to fund special habilitation positions for women. These three measures will be presented below.

### ***Dr. Maria Schaumayer habilitation stipends***

In 1991, a habilitation stipend for women – the Dr. Maria-Schaumayer-habilitation stipend – was established at the WU and exists until today. The initiative came from students<sup>4</sup> who convinced Maria Schaumayer, then director at the Austrian National Bank (OeNB), an institution with high prestige and resources for research to establish a stipend in her name at the occasion of her 60<sup>th</sup> birthday, funded by the the OeNB. Since 1992 the stipend has been awarded to female researchers at the WU, which enables them to work exclusively on their habilitation project for 1 – 2 semesters. The stipend was initially endowed with ATS 500.000,- (about Euro 35.000,-) annually and has not been significantly increased since. The idea is to give female researchers time away from teaching and other responsibilities, to concentrate on their habilitation project.

Since 1992, about 16<sup>5</sup> female researchers received the stipend, in some years the stipend was awarded to two women, dividing the money. An analysis of the data shows that most researchers finish their habilitation 3-4 years after the awarding of the stipend. If we thus look at the period 1992-2002, there have been 13 scholarship holders, out of which 11 received their habilitation (including 1 which is about to conclude the relevant proceedings)<sup>6</sup>. This gives an 85% success rate, which is very promising regarding the achievements of the objectives behind this initiative. Certainly, it is not possible to isolate the single effect of the stipend on the completion of this very important qualification stage in scientific careers. Still, scholarship holders confirm,

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<sup>4</sup> Elisabeth Klatzer and Sepp Zuckerstätter, who promoted the idea in cooperation with Werner Lanthaler, then head of the student union at the WU.

<sup>5</sup> This data does not include the period 1995-1997, for which currently no information is available whether stipends have been awarded in this period as well.

<sup>6</sup> These figures do not include 2 cases for which, according to the administration of the WU, the status is unknown.

that the stipend gave them possibilities to concentrate on the research work, it was a push to realize research stays abroad or gave self-confidence for continuing the process<sup>7</sup>.

### ***Career development program to promote women in science***

In 2006, the WU started a new career development program for female scientists. This program aims at supporting young female scientists by developing individual career strategies. According to the performance agreement with the federal ministry the WU aims at offering this program 2007-2009 every year with 4 two-day modules each:

- career planning and perspectives,
- science as a job,
- negotiation strategies and strategies to establish oneself, as well as a module on
- leading groups and teams.

In additions participants have the possibility to get individual support from coaches. The program is designed for 10 participants (Wuttke/Baier 2006: 54).

### ***Special habilitation positions for women***

According to the rector, the WU is aiming at creating 1-2 special career posts for women. The idea is to give women a privileged contract, which gives them time to concentrate on their habilitation work and be freed largely from teaching and administrative tasks. It has to be noted, that this project is not written down in the performance agreement with the ministry. The further realization of this plan and the relevant time frame and conditions are not clear yet.

## **2.6 The promotion and coordination of women's and gender research and teaching at the WU**

### ***Coordination Unit according to §19 (2) 7 UG***

As mentioned above, the WU decided not to establish an administrative unit to coordinate the tasks of equality policies, equal treatment, affirmative action as well as gender research, contrary to the legal obligation according to §19 (2) 7 UG. The tasks of this institution in interdisciplinary gender research and teaching have to be assigned to a department or a research institute at the WU (§55 statutes). According to the Statutes of the WU, the tasks are defined as:

- Coordination and administration of interdisciplinary gender research and teaching,
- Support for students and external lecturers in gender research and teaching,
- Networking with gender research and teaching institutions in and outside universities as well as with researchers at the WU working in women's and gender research,

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<sup>7</sup> According to informal talks with several scholarship holders.



- Application for funds and implementation of European programs for female researchers.

In spring 2006 the WU has established the research institute Gender and Diversity in Organizations (see below), which has been charged with these tasks.

Even in spite of the assignment of the research institute with certain tasks of the §19 (2) 7 unit, contrary to the legal obligation of the UG, there is no institution at the WU which is dedicated at coordinating the tasks of equality policies, equal treatment and affirmative action. All large universities in Austria have created such administrative units.

Furthermore, there is a structural problem. Whereas an administrative unit could perform activities to assist researchers throughout the university, it is very unlikely that an academic unit which itself stands in competition for funding will actually perform these services for other researchers. Additionally, there are no special resources for these activities.

Furthermore, the research institute is clearly grounded in the field of business administration and management, thus it would require other constellations to foster true interdisciplinary research at equal footing. Taking the example of the interdisciplinary research institute for European affairs at the WU, the creation of two or three more professorships, e.g. in economics and in social sciences, could establish conditions for the promotion of gender research in other fields as well.

An additional objective of the establishment of a coordination unit was to increase sensitisation about women-related topics at the universities and favour the establishment of gender-democratic structures (Wroblewski et al 2005, 108f). In the current institutional set-up at the WU there is no unit which could carry out these tasks.

### ***The Institute(s) for Gender and Diversity in Organizations***

After long struggles, especially from female researchers, to establish a Gender research professorship at the WU, in 2002, a woman who habilitated in information technologies (*Angeordnete Informatik*) received a guest professorship in "Gender and Diversity in Organizations". At the time this was seen as a first step to realize an "Interdisciplinary Institute for Women and Economy – Gender studies" (wu-memo, 37/01, 15.5.2001), an effort which has been dropped in the course of further developments. The ministry had secured the financing of this professorship for the first three years and the WU had initially agreed to finance it for 3 more years. This initially temporary professorship has been transformed into a unit (institute) in the Department of Management.

Besides the regular university institute Gender and Diversity in Organizations, in spring 2006 the WU has established a research institute for Gender and Diversity in Organizations. Both institutes are headed by the same female professor, who describes the research institute as working interdisciplinary with questions of gender and diversity with reference to work and organisations in the context of the whole society. The anchoring of this research field is in business administration and shall be complemented by economic, law, sociological, political science and technological expertise (Hanappi-Egger 2006: 1).

### ***The status of women's and gender research and teaching at the WU***

Women's and gender research at the WU has been promoted initially by female junior research staff. Beginning of the 1990s, the informal working group women in research and teaching (*Arbeitsgemeinschaft Frauen in Forschung und Lehre*) has been created which has been aiming at both, promoting gender research and lobbying for women and gender research friendly policies at the WU.

The working group organized lecture series on women's and gender research (*Frauenringvorlesung*) since 1990. This activity has been an opportunity for researchers to present their work and it has made the women's and gender specific research visible and created awareness for the broad spectrum of expertise in the field. The contributions have been published in a publication series called women, research and the economy (*Frauen, Forschung und Wirtschaft*). Both, the lecture series, nowadays organized in form of two-day workshops, as well as the publication series still exist.

In the 1990s, a special fund for financing women and gender specific teaching at Austrian universities, financed directly by the ministry, has helped to establish gender relevant courses at the WU. Since the autonomy of the WU, these funds are no longer available, but many courses have been integrated in the general teaching program.

Since the 1990s, there has been a considerable increase of women's and gender research and teaching at the WU. Due to its specific focus, the institute on Gender and Diversity in Organizations offers a broad range of research and teaching activities. But women's and gender research has been grounded in many other fields at the WU as well.

Still, there are some indications, that gender research is not equally accepted as other research areas. The WU has established a list of A-journals. Any publication in journals from that list are rewarded by a performance premium of 1.000,- Euro per publication. However, this list does not contain any gender specific journal, in spite of the fact that there are quite a few top journals on gender research, e.g. in business administration as well as in economics but also in other disciplines represented at the WU.

## **2.7 The promotion of research and teaching by women**

The AAP contains provisions to promote research by women with the general aim that the WU promotes research activities of women. The provisions state that the awarding of all sorts of stipends has to take into account the respective proportion of women (§16 AAP).

The share of women teaching has to be brought to a level of 40% for every category. Participation of women in teaching has to be increased by 20% every two years until a share of 40% is reached. If the share of females teaching is below 10%, the share has to be doubled within two years (§17 AAP). The rector is responsible for monitoring this provision, data has to be collected and published for every semester.



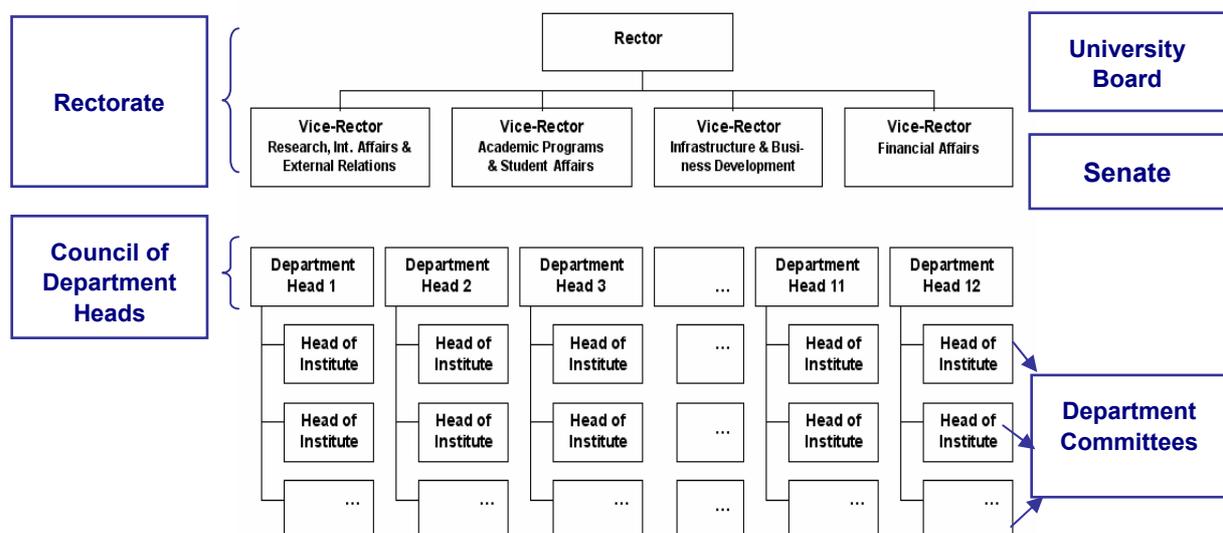
### 3. FINANCING AND BUDGETING REGULATIONS AT THE VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION

With the university autonomy according to UG 2002, the legal basis for financing and budgeting for universities has changed fundamentally. The last budget according to the “old system” has been produced for the year 2004. In 2005 and 2006 transitional rules have been in force. The first budget according to the “new system”, based on performance agreements between the universities and the ministry was prepared for 2007. At the moment (February 2007) the negotiations about the internal allocation of funds take place within the universities. This is a problem in the context of the current research as there is little experience with the new rules. Additionally a comparison of the structure of the budget over time is not meaningful due to changes in categories (Nowotny 2004:9). Furthermore there is a general uncertainty among university staff with regard to the results of the new budget mechanism and thus the disposition to provide information during the interviews was rather restrained.

#### 3.1 Important positions, stakeholders and bodies of the budgeting process

Before giving details on the laws and treaties of budgeting, the structure of the university and the most important positions and bodies involved in the budgeting process are introduced. The Statute of the Vienna University of Economics and Business Administration defines the University Board, the Rectorate, the rector and the Senate as the leading bodies of the University (§ 5, Statutes of the WU, 2003). The **University Board** is the supreme supervisory body, consisting of five people from outside the university. The **Rectorate** currently comprises four vice-rectors and the **rector**, who is the head of the Rectorate (see figure 2). The rectorate formally has the main responsibility and competences concerning the administration in general and the budgeting in particular. The **Senate** consists of representatives of the university professors, the academic staff, the administrative personnel and the students (UG 2002 § 25 (3)).

Figure 2: Organizational structure of the University and governing bodies



Source: own illustration.

On the operational level for research and teaching the university is divided into twelve departments (e.g. department for marketing, for economics, for public and tax law), which are further divided to a number of institutes (about four to nine institutes per department). Each department is governed by the department head (see figure 2). The **Council of the Department Heads** is a meeting on a regular basis of the rector and members of the rectorate with the department heads. The meetings serve as a forum for consultation and coordination concerning issues that are important for the university as a whole and exceed the responsibilities of the departments.

A further, but not that powerful body is the **Department Committee**, which is set up in each department. They consist of the professors of a certain department, habilitated scientists who are employed by the university and are assigned to this department, representatives of the scientific personnel, representatives of the students and a representative of the administrative personnel of this department (§ 13 (3) Statutes of the WU, 2003). On the level of the institutes so called institute conferences, governed by the head of the institute, are installed.

### **3.2 Laws, treaties and agreements which regulate the financing and budget planning at the university**

Since gaining autonomy, the statutes of the Vienna University of Economics and Business Administration (WU), dating from 2003 are the regulatory basis for the WU. It was adopted by the senate and is founded in the stipulations of the UG 2002. The statutes establishes, among others, the management structure of the university, its constitution, the organisation of teaching as well as provisions regarding equal treatment (WU 2003:9) There is no separate chapter on the budget process, and the statutes contain only few provisions for budgeting.

The budgeting provisions in the statutes only apply to about 2.3%<sup>8</sup> of the total budget of the WU (in 2005 this was 1.6 m out of 74 m Euro). These are the funds, which the rectorate allocates directly to the departments. Concerning the allocation of the major part of the budget – about 40% of which is managed by the vice-rectors and almost 60% are personnel expenses – the statutes do not provide any regulations.

#### **3.2.1 General laws, treaties and agreements on budgeting**

Regarding budgeting, the statutes stipulate, that

*“[T]he rectorate ... [adopts] guidelines for budgeting, which have to contain especially the competences for the preparation, transmission and approval of the budget of the individual organisational units. These guidelines have to be discussed in the Council of Department heads before its adoption” (§ 7 (6), Statutes of the WU, 2003).*

Corresponding to this the rectorate (consisting of the rector with currently four vice-rectors) can adopt guidelines for budgeting without approval of any other organ of the university. De facto such guidelines have not been established so far. According to the vice-rector for finances they are currently elaborated. These guidelines are only designed for internal use and will not be published. The rector, however, gave different information on this issue. He stated that they have totally forgotten about this regulation and have not done anything about. But, because the

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<sup>8</sup> This figure refers to the amount of the budget distributed to the department heads (compare figure 3).

head of the senate questioned the rector for such regulation as well (probably as a consequence of our interviews), some guidelines will be installed (for details see WP 5 (forthcoming ☺)).

Regarding budget planning the statutes stipulate that the **senate** has to establish commissions for some exhaustively listed tasks. Among these is a commission for “*budget and personnel planning as well as personnel development and infrastructure*” (§ 9 (1) Statutes of the WU). The Senate decisions in these commissions are only of advisory character (for the rectorate) and the Senate does not have any authority to decide in budgetary matters. Only with regard to the utilisation of tuition fees the Senate has decision-making power according to UG 2002 (§ 25 (1) Z13 UG).

The **Council of Department Heads** has an advisory role in budgetary matters. The Council meets regularly with the members of the rectorate (under the chair of the rector) for

*“deliberation and ... coordination of matters of interest for the whole university and across several departments as well as of fundamental decisions about the coordination of teaching, personnel and budgetary administration (§ 15 (1), Statutes of the WU, 2003).*

De facto this body seems to be quite important for the budgetary process (see WP 5).

With regard to budget planning and distribution within departments the chairs of the departments (department heads) have the task to make

*“decisions about the allocation of the personnel at the disposition of the department, the financial resources and material as well as premises (§12 (1) Statutes of the WU, 2003).*

The **Department Conference**, consisting of members of the department and advising the Department Heads, has to be convened before the

*“specification of criteria for budget planning and budget allocation ...” (§13 (2) Statutes of the WU, 2003)*

within departments. It has only an advisory role. The decision-making power lies exclusively with the department head.

At the next level – the institutes – the **institute heads** have the competence to make

*“decisions about the allocation of the personnel at the disposition of the department, the financial resources and material as well as premises (§18 (1) Statutes of the WU, 2003).*

This means, that the institute heads can decide about the allocation of resources by the department head. The practice of resource allocation is very different across departments.

The resources allocated by the department heads are relatively minor (as already mentioned in section 1.1.), and are primarily designed to cover office material, literature and telephone expenditures.

In practice, the allocation of these funds is not a point for discussion within the WU, because of the minor amounts (Interview). The critical point in resource allocation, however, is the staff appointment scheme (*Stellenplan*), as almost 60% of the university’s budget is personnel spending.

Concerning this matter, the staff appointment scheme and decisions on personnel, the statutes give only scarce information: Thus the senate has to establish a commission which is – beside other issues, responsible for “*budget and personnel planning*” [*Stellenplanung*] (see § 9 (1), Statutes of the WU, 2003). But, as already mentioned above, the senate itself has no decision making power. The role of the Council of department heads on personnel planning too is similar as on budget planning, as it deliberates and coordinates issues of “*personnel administra-*

tion" (§ 15 (1), Statutes of the WU, 2003). The department heads have the authority to decide "on the assignment of those personnel, which is at the department's disposal" (§12 (1) 4 Statutes of the WU, 2003) and further are the supervisor of the department's personnel (ibid.). The institute head have the same authority on the personnel within an institute (§18 (1) 4 Statutes of the WU, 2003). So the statutes do not really provide information on who is the authority body considering the staff appointment scheme. But, according to the UG 2002, where the rectors tasks are stated, "the rector is the supreme supervisor of all university staff" (§ 23 (1) 5 UG 2002). Thereof it can be assumed that the rector has the authority to decide on personnel planning issues.

### **3.2.2 Special laws, treaties and agreements on budgeting considering women's issues**

The Affirmative Action Plan (AAP) is, among others, part of the annex of the Statutes of the WU. The AAP stipulates that

*(1) „[I]n the course of budgeting and budget allocation the mandate for affirmative action of the Federal Equal Opportunities Act, the University Law 2002 (UG 2002) as well as the measures of the AAP have to be included as relevant aspects of budgetary planning and distribution.*

*(2) The Working Committee on Equal Treatment can make proposals for criteria for budget appropriations.“ (§ 51 (1), (2), AAP, annex, Statutes of the WU 2003).*

Further issues of the AAP concerning the budget are the obligations to collect gender-disaggregated data. Thus the share of women out of all persons receiving research fund, extraordinary endowments, funds for advanced training, and travel allowance has to be stated (§13 (7b-d) annex, Statutes of the WU 2003). But not only the share of woman, also the share of the earned by women has to be made public. According to the statutes, wages for the university must be declared overall and separately for all academic units, each further separated by hierarchical order and tariff classification (ibid. § 14 (1)).

When scholarships for undergraduate students, for their doctoral studies or other financial promotions for studies are awarded, women have to be considered to their share of all undergraduate students and alumni respectively (ibis. § 16 (2)).

The statues further define that the rectorate provides financial incentives to promote women by an indicator-based model for the allocation of resources (§ 52, annex, Statutes of the WU 2003). Qualifications like final degrees (doctoral degree) or habilitation should be used as criteria for such an incentive system. However, such a model is not used in practice (information by the rector). At the moment only in the course of the internal allocation of resources the sex of the personnel is considered (for details see section 3.3).

### **3.3 Management Instruments on budgeting at the university**

As soon as the budget between the WU and the ministry is concluded (based on the performance agreement and on formula based indicators) (see workpackage 4), they are implemented at the WU by negotiating agreements on objectives at the different levels within the university, which serve as a basis for internal resource allocation. Generally, written information on the process and the parties involved in the negotiations agreements is not available, thus the process will be described in workpackage 5. Following, however, the management instruments for the allocation of the budget on tangible means between the departments are presented:



The performance-oriented allocation of funds for office material, literature, telephone expenditures as well as a reserve to the individual departments (which equals 2.3% of the total budget, see section 3.2) is set out in writing: In 2005, 3.5% of the overall sum of these funds are distributed according to indicators. The remaining 95.6% are allocated according to *basic funding* and *per-capita funding*<sup>9</sup>. Before 2005, 5% of the funds have been allocated according to performance indicators.

The distribution key according to performance criteria is composed of an indicator for service quality (1 percentage point), an indicator for teaching (1,5 percentage points), and an indicator of internationality (1 percentage point). The service indicator is composed of office hours and the number of exams carried out, in order to consider teaching. The teaching indicator includes the number of exams as well as the number of diploma and doctoral theses. The internationality indicator refers to the participation of the institute in the *English Program* as well as to the number of cooperation representatives (for exchange study places in the frame of international business administration) (ibid).

Regarding the *basic funding* basically all institutes are treated equally. Still, eight institutes get 50% more due to higher costs for special equipment requirements (e.g. informatics, laboratory) (ibid). The *per-capita funding* is based on a calculation of the weighted number of staff: female professors and scientific staff are weighted with a factor of 1.5, whereas males count 1. Since 2005 this formula<sup>10</sup> applies to externally funded staff as well (ibid).

The weighting of women by 1.5 has been practiced at the WU since approximately six years. The consideration of the sex of personnel for the allocation of the budget for tangible means, however, does not – according to the rector – intent incentives to promote women, i.e. to employ women instead of men, but contributed to awareness rising. However, funds for the individual institutes do not go to the heads of the institutes directly, but to the department heads, who are not bound to the formula based over proportional weighting of women when distributing the budget within the department. This is substantiated by leaving departments room for manoeuvre for internal planning and defining priorities. As already mentioned, in practice they use very different distribution keys and criteria in allocating the budget. (WU 2006a:96). The higher weight of women is partially contested within the WU.

In 2006, the performance-oriented allocation of funds for office material, literature and telephone as described above, changed, because for the first time the resource allocation is based on performance agreements between the rectorate and the departments (Nowotny 2005:53f). Thus 10% of the budget is allocated based on performance agreements, which include service quality, teaching and internationality. In addition to the budget for material, funds from the budget items for research and personnel as well as resources out of the appropriations for projects from the ministry, which have increased considerably, can be distributed this way (ibid).<sup>11</sup>

<sup>9</sup> 'Sockelbetrag' und 'Kopfquoten'. It is not known what percentage out of the 96,5% are distributed by basic funding and what percentage by per-capita funding.

<sup>10</sup> Formula for the allocation of funds per capita:  

$$\text{allocation}_{\text{Institute}} = \frac{0,55 * \sum \text{Institute} (\# \text{ scientific staff}) + 0,4 * \sum \text{Institute} (\# \text{ admin. staff}) + 0,05 * \sum \text{Institute} (\# \text{ external lecturers})}{0,55 * \sum \text{WU} ((\# \text{ scientific staff}) + 0,4 * \sum \text{WU} + 0,05 * \sum (\# \text{ external lecturers}))}$$

<sup>11</sup> These include the premiums for publications in A and A+ rated journals.

## 4. THE BUDGET AND ITS DISTRIBUTION WITHIN THE UNIVERSITY

In 2005, the budget of the WU was about 83 million Euro. This is about 4% of public expenditure for universities (1,98 bn Euro). In the following a detailed structure of revenue and expenditure for the period 2004 through 2006 will be presented. Detailed data up to 2004 are hardly available at the level of the university, as the university's budget was embedded in the Austrian federal budget till then. So the budget and its structure was no topic in the university magazine till 2004, since then, however, regular reports, at least the annual balance sheet are made public there.

### 4.1 Revenues of the Vienna University for Economics and Business Administration

The main source of revenue for the WU are the global appropriations by the ministry, which amount to almost 62 m Euro, which is about 75% of the all revenue in 2005.<sup>12</sup> The revenue from tuition fees, which directly go to the universities since 2004, amounts to 12,5 m Euro (15% of revenue). As depicted in table 10, the importance of tuition fees has increased considerably since 2004. Revenue in the category "own revenue and sponsoring", which amounted to about 720.000 Euro in 2005 and increased to more than 1 million Euro in 2006 has equally gained in importance. This revenue item contains sponsoring money as well as a minor part of third party funding. Third party funding refers to personnel and infrastructure funding for certain research projects and comes from private as well as public sources (see below). Overall, the third party funding amounts to about 2 m Euro. Nearly 5% (in 2005) of the revenue comes from advanced training activities against payment of the WU (3,9 m) as well as from compensation payments by the ministry for additional expenditure, e.g. rents, (3,9 m).

**Table 10: Revenues of the WU, 2004, 2005-2006 (in Million Euro)**

| Sources of Revenues  | 2004         |              | 2005         |              | 2006         |              |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
|  | total        | in %         | total        | in %         | total        | in %         |
| Revenues from the Ministry (global budget allocation)                                | 61,92        | 79,0         | 61,9         | 74,7         | 58,93        | 77,1         |
| Revenues from tuition fees   | 9,19         | 11,7         | 12,46        | 15,0         | 11,76        | 15,4         |
| Revenue from advanced training activities (for 2006 scholarships are mentioned)      | 3,91         | 5,0          | 3,86         | 4,7          | 0,42         | 0,5          |
| Own revenue and sponsoring (for 2006 revenue from research activities are mentioned) | 0,2          | 0,3          | 0,72         | 0,9          | 1            | 1,3          |
| Other Revenues and reimbursements for costs  | 3,13         | 4,0          | 3,9          | 4,7          | 4,36         | 5,7          |
| <b>Total Revenue</b>   | <b>78,35</b> | <b>100,0</b> | <b>82,84</b> | <b>100,0</b> | <b>76,47</b> | <b>100,0</b> |

<sup>1</sup> 2006 Budgetbeschluss (2004 und 2005 Jahresabschluss).

Source: 2004 and 2005: WU 2006a: 100; 2006: Novotny 2005: 55, own calculations.

### **Tuition Fees**

Whereas all revenue of the WU are at the disposition of the rectorate, which is responsible for its further distribution, for revenue coming from tuition fees an earmarking for a special purpose

<sup>12</sup> For the allocation of the global budget by the ministry based on performance agreements and formula based indicators see WP 4, chapter 3.3.

is stipulated. The designation of these funds for special purposes is decided in the senate (§ 25 (1)13 UG 2002) by taking into account the decision from students between several possible earmarking.

*“The students are entitled to chose between the possible earmarking of the tuition fees which is provided the senate according to § 25 (1) 13 UG 2002” (§ 91 (8) UG 2002).*

In 2005 the tuition fees received by the Vienna University of Economics and Business Administration have been allocated to:

- the financing of teaching programs (eliminating shortages, additional capacities for specialization courses in business administration, more courses in vacation times like winter, Easter and summer university);
- general teaching purposes;
- the improvement of the infrastructure (IT-equipment, lecture halls, library, study areas).

The existing social fund of the student’s union at the WU, which is designed to help students in need because of tuition fees, has received additional funds from the university budget in 2005 (but not from the revenues of tuition fees) (WU 2005a:96).

### **Third party funding**

Revenue from third party funding, which is designed for specific research projects and other earmarked appropriations are not at free disposal. Table 11 shows the origin of third party funds in 2005. According to the knowledge balance sheet 2005, these funds amounted to about 4 m. Euro<sup>13</sup> (WU 2006b: 75). 32.9% come directly from federal or EU sources, about 37% from different research endowment funds, whereas public authorities mainly feed these. Third party funding from private enterprise amounts to only 4%. Differentiating according to national origin, 82.8% come from Austrian and the remaining 17.2% from EU sources.

**Table 11: Revenues from third-party funding, 2005 (in Euro)**

| Revenues from Third-Parties<br>by Institution/Organization | According        | According        | Total            |              |
|--|------------------|------------------|------------------|--------------|
|  | § 26             | § 27             | total            | in %         |
| European Union/Federal Government                          | 44.000           | 1.271.154        | 1.315.154        | 32,9         |
| FFG (Austrian Research Promotion Agency)                   | 14.990           | 165.671          | 180.661          | 4,5          |
| Research endowment funds <sup>1</sup>                      | 937.681          | 559.911          | 1.497.592        | 37,4         |
| Trade Unions and Professional Associations                 | 21.100           | 47.500           | 68.600           | 1,7          |
| Regional Countries   | 23.300           | 5.000            | 28.300           | 0,7          |
| Others   | 0                | 399.040          | 399.040          | 10,0         |
| Foundation   | 174.553          | 185.767          | 360.320          | 9,0          |
| Corporations   | 76.434           | 75.224           | 151.658          | 3,8          |
| <b>Total</b>   | <b>1.292.058</b> | <b>2.709.267</b> | <b>4.001.325</b> | <b>100,0</b> |

<sup>1</sup> Among others, Austrian Science Fund (FWF), Jubilee Fund of the City of Vienna, Vienna Science, Research and Technology Fund (WWTF), Austrian National Bank (OeNB).

Source: WU 2006b:75.

<sup>13</sup> The difference between the 4 million euro stated here and the 2 million euro stated in section 4.1 is probably caused since third party funds “can not be seen in the profit and loss statement” (Nowotny 2005:53f).

## 4.2 Expenditures of the Vienna University for Economics and Business Administration

Personnel expenditure with about 43 m Euro (2005) is with about 60% the most important expenditure item of the WU. The steep increase of personnel expenditures between 2004 and 2005 (see table 12) is explained by the fact that before 2005 due to restrictions in the staff employment scheme many employees had to be paid out of other funds (tangible means expenditure). Since 2005 – in the frame of the university autonomy – it is possible to budget all personnel expenditures as such. Furthermore the increase is due to payment increases such as the automatic biannual pay increase (WU 2006:95). In table 12 the expenditure is listed by portfolios, which refer to different responsibilities. Besides the budget for the rectorate (under the responsibility of the rector), which comprises all personnel expenditures, the four vice-rectors have their own budgets. In 2005 2.4 m Euro were budgeted for Research and International Relations, 6.5 m for teaching, 18.5 m for infrastructure and 1.8 m for the portfolio Finances. This means that the vice-rectors distribute about 38.4% of the WUs budget. The budget item „departments, material expenses“ goes directly to the departments (and subsequently to the institutes) and contains material funds (office material, literature and telephone expenditures). Out of the budget of the vice-rector for finances, funds for the student union and the interest representation of scientific staff at the WU are allocated, also the sum of them are very small. Presentations about the use of the WU budget going in more detail than table 12 are – according to university staff and the vice-rector for finance – not published in any form and only available for the rectorate.

**Table 12: Expenditure of WU by Portfolios, 2004-2006 (million euro)**

| Expenditures                                | 2004         |              | 2005        |              | 2006        |            |
|---|--------------|--------------|-------------|--------------|-------------|------------|
|   | total        | in %         | total       | in %         | total       | in %       |
| Rectorate                                   | 38,9         | 57,9         | 43,1        | 58,3         | 43,9        | 56,9       |
| Research, International, External Relations | 2,1          | 3,1          | 2,4         | 3,2          | 2,5         | 3,2        |
| Teaching                                    | 7,1          | 10,6         | 6,5         | 8,8          | 7,2         | 9,3        |
| Infrastructure                              | 16,1         | 23,9         | 18,5        | 25,0         | 20,3        | 26,3       |
| Finances                                    | 1,5          | 2,2          | 1,8         | 2,4          | 0,5         | 0,6        |
| Departments, material expenses              | 1,5          | 2,2          | 1,6         | 2,2          | 1,8         | 2,3        |
| Federal ministry projects                   | 0            | 0,0          | 0           | 0,0          | 1           | 1,3        |
| <b>Total Revenues</b>                       | <b>67,25</b> | <b>100,0</b> | <b>73,9</b> | <b>100,0</b> | <b>77,2</b> | <b>100</b> |

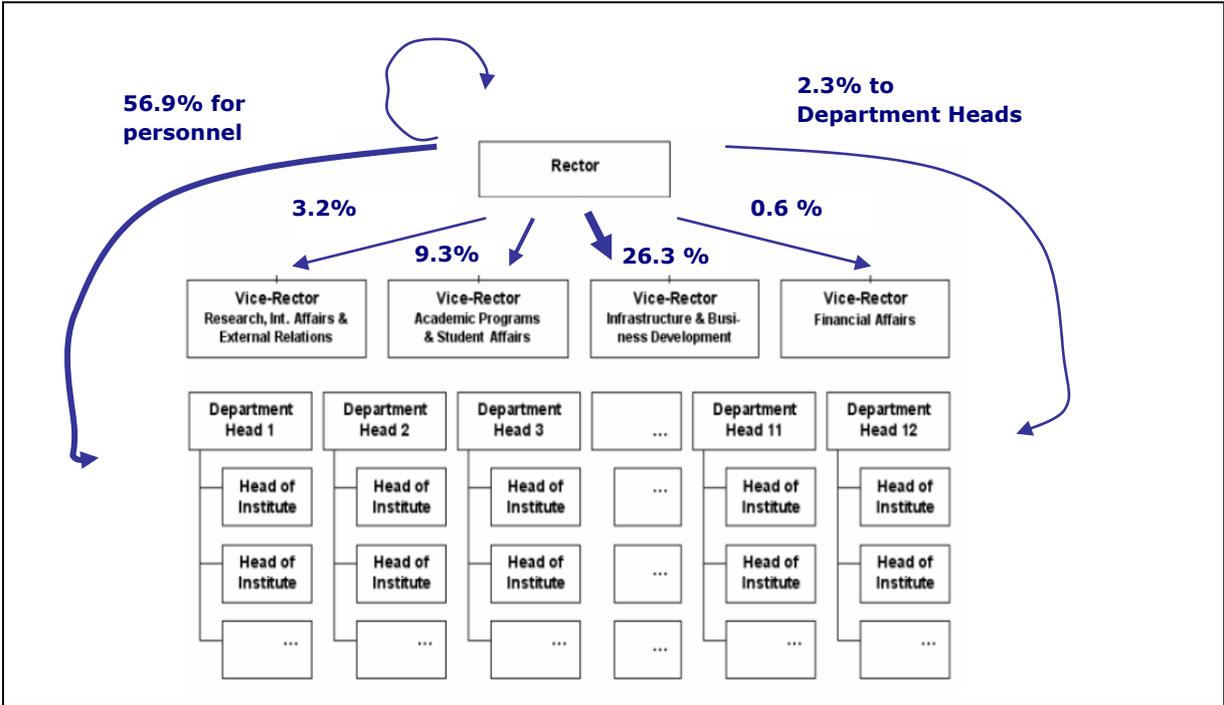
<sup>1</sup> Based on the annual budget documents, because this classification is not contained in the annual financial statement.

<sup>2</sup> Roundoff errors possible.

Source: 2004: Nowotny 2004:36; 2005 and 2006: WU 2006a: 98, own calculations.

Figure 3 represents an overview of the distribution of the budget (after budget approval) as well as the bodies involved.

**Figure 3: Distribution of the Budget by Portfolios, 2006 (in %)**



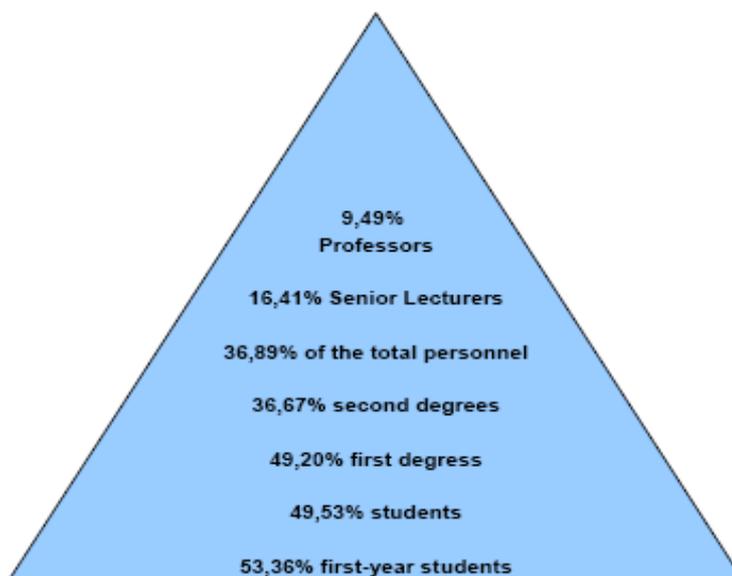
Source: Own illustration.

## 5. CONCLUSIONS

### 5.1 The situation of women at the WU

Considering the fact that the share of women among the scientific personnel has increased up to almost 37% in 2006 (see Figure 1, chapter 1.2) the situation of women at the WU seems not so bad at the first sight. When we look at the data in detail a more diverse and problematic evaluation of the situation of women at the WU is emerging. Figure 4 depicts a snap-shot of the current situation at the WU. 53,36% of first-year students are women. From this point on we can observe a kind of leaking pipe where women get lost the way upwards the hierarchy. The difference between the number of female students (49,53%) and the number of female graduates with first degrees (49,20%) is not really striking. The number of women starts to decrease significantly with the second degree (36,67%)<sup>14</sup>. Concerning the personnel the share of women is about 36,89%. At the level of the Senior Lecturers the percentage of women is 16,41% and at the highest level only 9,49% of the professors are women. Therefore looking at the numbers the typical shape of a pyramid is emerging (Figure 3). If this increasing number of women at the “bottom” of the pyramid is gradually moving upwards in the future might be dependent on the measures the WU adopts in order to promote the career chances of women.

Figure 3: Share of women on different levels of the WU, 30.06.2006



Source: Frauenbericht 2006, 12.

<sup>14</sup> The term first degree is the sum of concluded Baccalaureates and Diplomas as far as the latter one is the first available degree (old curriculum). The term second degree refers to the number of concluded PhDs and Masters as far as the latter one is the second available degree.

## **5.2 Gender equality and affirmative action policies at the WU**

There is a firm legal basis for gender equality and affirmative action policies, both at the level of federal law as well as at the level of the WU, namely in its statutes and the affirmative action plan (AAP), an annex to the statutes. The institutional requirements according to the UG 2002 have been partially implemented, with a coordination unit still missing.

In spite of the fact, that the rector affirms his personal commitment to gender equality and affirmative action, the issues have not been systematically integrated in the strategic policy documents and in the strategic management of the WU. There are some special measures, as the quite successful habilitation stipend for women and the newly established career development program for (ten) women. Still, in the presence of a strong transformation of university management towards management by objectives, the absence of concrete gender and affirmative action objectives remains puzzling.

## **5.3 Transparency and level of participation**

Considering the legal regulations on the distribution of the budget, transparency is very low, as written information is only available for the allocation of the relatively small part of the budget dedicated for material expenses (2,3%). And even for that budget it is not clear how the distribution in practise looks like, as the department heads are not compelled to refer to the suggested distribution by calculations based on basic funding, per-capita funding and formula, when distributing the money to the institutes. In addition, those regulations known are no longer entirely valid, as the formula-based part of the calculations was displaced by performance agreements between the rectorate and the departments in 2006 – and it is not yet clear what the basis therefore will be.

For the allocation of the remaining 97.7% of the budget no written documentation of the basis for the distribution is available. Although the statutes of the WU from 2003 (§ 7) declare that “guidelines for budgeting, which have to contain especially the competences for the preparation, transmission and approval of the budget of the individual organisational units” have to be developed, this has not happened so far and – according to the rector – will not be done in future.

## **5.4 Gender aspects in management instruments**

For the distribution of the budget for material expenses a per-capita quota is used, which weights female academic staff with a factor of 1.5 while male with 1 only. This regulation, however, does not give any incentives to hire a woman instead of a man. According to the rector the intention for the different weighting was not to stimulate incentives, but it contributes to awareness raising for equal opportunities policy. According to him this regulation was very contested within the WU at first, but people got used to it.

Overall, it can be observed that the analysis of the situation of women and men at the WU indicates significant gender gaps, thus from a gender equality perspective there is a need to increase the effectiveness of explicit gender equality policies and of gender equality incentives in general management instruments.

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### **Abbreviations**

|         |   |
|---------|---|
| AAP     | Affirmative Action Plan of the Vienna University of Economics and Business Administration   |
| ATS     | Austrian Schilling, former Austrian currency.   |
| B-GBG   | Federal Government Equal Opportunities Act (Bundes-Gleichbehandlungsgesetz)   |
| BGBI    | Legal source of Austrian federal legal acts (Bundesgesetzblatt)   |
| BMBWK   | Federal Ministry for Education, Science and Culture (Bundesministerium für Bildung, Wissenschaft und Kultur)  |
| B-VG    | Austrian Constitutional Act (Bundes-Verfassungsgesetz)  |
| comp.   | compare   |
| ICRA    | Intellectual Capital Report Act (Wissensbilanz-Verordnung)  |
| OeNB    | Austrian National Bank, Oesterreichische Nationalbank   |
| UG 2002 | University Law (Universitätsgesetz 2002)  |
| UOG     | University Organization Law (Universitätsorganisationsgesetz): most provisions of this law have been replaced by the University Law 2002, only some constitutional provisions remain in force |
| WCET    | Working Committee on Equal Treatment (Arbeitsgruppe für Gleichbehandlungsfragen)  |
| WU      | Vienna University of Economics and Business Administration (Wirtschaftsuniversität Wien)  |