



3. Illustrative Example

With the exception of the Introductions (Building Blocks 1a and 1b) that describe steps to be taken at the overall university level, this is a fictitious example. The texts are intended for the purpose of generating ideas and as a boilerplate for how the topic can be integrated into a grant application. The particular grant requirements are, of course, to be met, and the texts and possible steps to be taken are to be adapted accordingly.

Personnel

Introduction

Building Block 1a: Equality and Equal Opportunity at the Medical University of Innsbruck – Steps for All Employees

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

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

- ✓ statutory 50% quota for women in all university committees and bodies
- ✓ the Working Group for Equal Treatment has wide-ranging authority to appeal appointments and jobs granted
- ✓ the Medical University takes over 75% - 90% of the childcare costs for children of university staff until the children enter kindergarten

- ✓ the Medical University runs its own kindergarten and offers company day care for children
- ✓ the Medical University offers childcare during the summer and other school holidays for children of university staff
- ✓ wide-ranging empowerment and mentoring program for young female scientists
- ✓ Sex and Gender-sensitive Medicine as a compulsory course in the following Medical University medical curricula: human and dental medicine, PhD program in clinical medicine, Bachelor's and Master's Degree programs in molecular medicine
- ✓ guidelines for developing methodological competency: Sex-/Gender-sensitive Medicine in research, teaching and for writing grant applications; Guideline for an inclusive language use
- ✓ in a nutshell: Factsheets for inclusive language, teaching, research, management & administration and equality work key words

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

Project-specific Steps

Building Block 2a: Equality and Equal Opportunity at the Personnel and Team Level

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

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

* full-time equivalent

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

Steps	Goals	Target	
		Project start	Project end
Give out diploma thesis topics	Promote young female scientists	1	4
Give out PhD thesis topics	Promote young female scientists	0	2
Train young scientists (4-hr. sessions)	Personnel development for future team managers; 75% women, 25% men	0	2
Assist female postdocs to participate in mentoring program	Personnel development for young female scientists (period: 1 year, mentoring, seminars)	1	3
Train team managers and scientific personnel „Gender in Science“	Teach competence: methodology know-how for integrating sex-/gender-specific factors into scientific work	0	1
Grant two „scholarships“ to members of the project team to have them attend the annual congress of the pertinent international medical society	Promotion of two young female PhD students, including submission of an abstract and presentation of study results	0	2

Training young female scientists and future female personnel and team managers will extend beyond the term of the project. It is planned that within ten years 50% of the positions as team manager and 40% of the positions as project manager will be awarded to women. This personnel development strategy has been agreed with the Medical University and the preliminary steps are anchored in the Medical University's development plan.

Research Content

Introduction

Building Block 1b: Gender Medicine Research and Teaching at the Medical University of Innsbruck

Sex-/gender and diversity sensitive medicine has been taught at the Medical University of Innsbruck since 2006; in the years thereafter, it was successively expanded. Since 2015 the discipline has been a compulsory part of the following degree programs: Human- and dental medicine, PhD program for clinical medical science, Bachelor's and Master's Degree programs in molecular medicine. Taught are the fundamentals, sex-/gender and diversity sensitive Medicine as a cross-cutting topic as well as methodology for the purpose of considering sex and gender-specific aspects in research and teaching. For this purpose, students, young scientists, and teachers are given guidelines in compact form to teach them methodology for *scientific work*, *applications for grants* and *sex/gender & teaching*.

For detailed information:

[Institute for Diversity in Medicine](#)

Project-related Steps

Building Block 2b: Implementation of Sex-/gender-sensitive Medicine Aspects in the Research Project

Here please give a concrete description of the sex-/gender specific aspects of the research project.

Suggestions and examples can be found on the following websites:

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

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

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