



FH Salzburg

EQUALITY AND DIVERSITY PLAN

Salzburg University of Applied Sciences

Translated version

Version dated 16 June 2025
Valid from 28 August 2025
Translation dated February 2026

Authors: Katharina Lorenz BA, MA & Sabrina Stattmann BA, MA
Gender & Diversity Officers at Salzburg University of Applied Sciences

Table of contents

Preamble.....	3
<i>This version is a translation of the original GSDP from German.</i>	<i>3</i>
1. Legal base.....	4
2. Strategy.....	5
Strategic goals within the organisation.....	5
2.1 Individual level.....	5
2.2 Interactional level	6
2.3 Organisational level	6

competent
relevant
sustainable

Strategic goals at the social and global level	6
3. Framework conditions	7
Analysis of context and organisational anchoring	7
Analysis dimension: gender	7
3.1 Intersectionality	8
Priorities and objectives	8
4. Dimension-specific objectives	9
Dimension: Gender	9
Dimension: Age/generations	9
Dimension: Disability	9
Dimension: Interculturality/transculturality (social and national origin/language and dialect)	9
Dimension: Religion and worldview	9
Dimension: Sexual orientation	10
5. Three-dimensional equality goal	11
Fix the institution – Strengthening a change process that promotes equality within the institution	11
Fix the knowledge – integration of the gender dimension in research and research-led teaching	11
Fix the numbers – Increasing the representation of underrepresented genders and groups	11
6. Measures	12
Fix the Institution	12
6.1 Existing measures	12
6.2 Measures to be established	12
Fix the knowledge	13
6.3 Existing measures	13
6.4 Measures to be established	13
Fix the numbers	13
6.5 Existing measures	13
6.6 Measures to be established	14
7. Monitoring and evaluation	15
Impact logic	15
Instruments	15
Time frame	16
8. Entry into force	17
9. List of figures	18
10. Bibliography	18

Preamble

This version is a translation of the original GSDP from German.

Salzburg University of Applied Sciences (FH Salzburg) pursues the goal of improving equity and preventing social discrimination against individuals. Diversity among students and staff is a source for flexibility, innovation and creativity for academic, technical, social and societal progress.

The Equality and Diversity Plan (GSDP) addresses specific equality challenges at FH Salzburg, based on a multidimensional equality goal and an intersectional understanding of gender. It is a cyclical, context-related, evidence-based and reflexive instrument in a long-term structural change process at the university.

The implementation of the GSDP not only fulfils a legal requirement, but also raises awareness of equality-related issues. This is intended to promote equality at both the student and staff levels. Specific measures are taken to increase diversity skills. This supports university members in their various stages of life and career. The Salzburg University of Applied Sciences sees the implementation of the GSDP as a holistic joint task for all members of the university in order to achieve and maintain a resource-oriented, appreciative culture of diversity in the long term.

The Salzburg University of Applied Sciences is committed to equality for all gender identities. In fulfilling its duties, it advocates for the equality of women and men as required by Section 2(5) of the University of Applied Sciences Act (FHG) in its current version and the Federal Act on Equal Treatment (BGBl I No. 66/2004), as well as for the advancement of women. In addition to the national legal basis for equality between women and men, the Salzburg University of Applied Sciences is committed to the implementation of the third gender within the meaning of Article 8 of the European Convention on Human Rights (cf. ECHR; Constitutional Court of 15 June 2018, Ref. G 77/2018-9).

1. Legal base

In addition to the University of Applied Sciences Act (FHG) and the Federal Constitutional Act (B-VG), the legal basis for the equality and diversity plan is also provided by the Equal Treatment Act (GIBG), the Disability Equality Act (BGStG), the Disability Employment Act (BEinstG) and the UN Convention on the Rights of Persons with Disabilities (UN-BRK).

The GSDP is also based on the latest developments in the European Research Area on equality and diversity (EIGE 2016, ERAC 2021, ERAC 2020, Horizon Europe 2021) as well as national recommendations such as the guidelines for the development of equality plans in Austrian higher education and research institutions (BMBWF 2022), the broadening of gender competence in higher education processes (BMBWF 2018) and the National Strategy for the Social Dimension in Higher Education (BMWF 2017).

In the planning and implementation of its projects, Salzburg University of Applied Sciences is committed to the 17 Sustainable Development Goals (SDGs). The GSDP is particularly oriented towards SDG 5 – Gender Equality.

2. Strategy

The GSDP ensures a systematic approach to achieving goals. The university's requirements in the context of gender and diversity are presented transparently. Analysis and monitoring form the basis for setting goals and prioritising measures, ensuring circular quality.

The following figure shows the cyclical process of creating and updating the GSDP. The points highlighted in blue are incorporated directly into the GSDP document, while the fields highlighted in green are documented outside the plan.

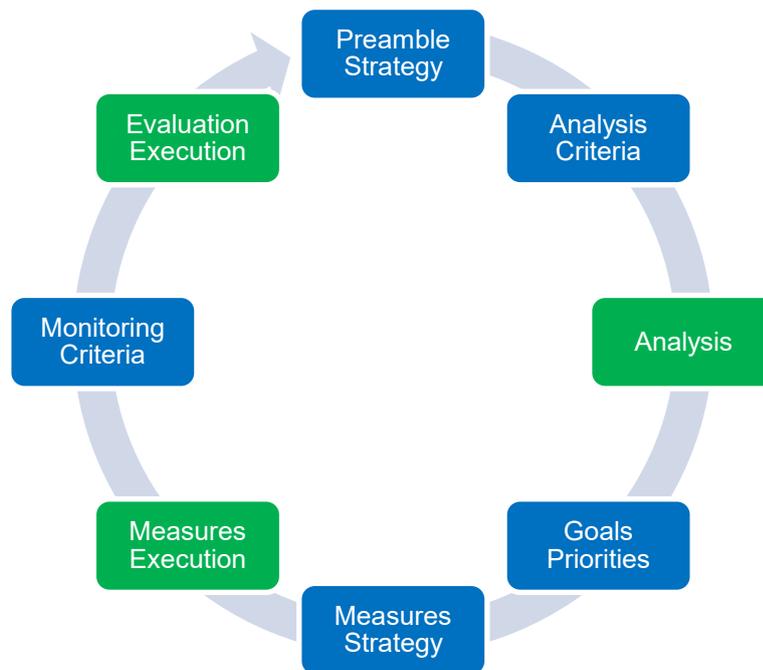


Figure 1 : Procedure for creating and updating the equality and diversity plan, own illustration

Strategic goals within the organisation

By implementing the GSDP, the University of Applied Sciences Salzburg aims to ensure that all interested parties, applicants, students, employees and external lecturers have equal opportunities, regardless of gender, age, religion, ethnicity, sexual orientation, social background or physical disability. This is intended to prevent both direct and indirect discrimination in accordance with the Federal Act on Equal Treatment, BGBl I No. 66/2004.

2.1 Individual level

Students, employees and external lecturers see themselves as part of a diverse university and know that their diversity is seen as an added value. The aim of the Salzburg University of Applied Sciences is therefore to foster a culture of communication in which it is possible to allow uncertainties, fears and questions to be addressed and to experience diversity as inspiring. Reflecting on one's self-image and the image others have of oneself increases awareness and reduces stereotypes.

2.2 Interactional level

FH Salzburg strives to motivate its members to consciously utilise diversity within the teams (e.g. collaborative learning between different generations or cultures) and to recognise the characteristics and needs of their own environment and reflect on the background (e.g. needs of different generations; people with disabilities). The advantages of heterogeneous team compositions (innovative and creative solutions, flexible and faster response to changing market or working conditions) should be utilised and enable appreciative, productive cooperation.

2.3 Organisational level

The mission statement of the Salzburg University of Applied Sciences aims to create an appreciative communication culture (professional handling of differences, promotion of individual potential) in which transdisciplinary learning processes, transparent exchange of information and cooperation between different areas are possible. In the long term, a diverse, heterogeneous workforce promotes creativity and innovation and enables diverse approaches to different areas of research. Likewise, an open approach to diversity increases the attractiveness of the Salzburg University of Applied Sciences for potential students and employees.

Strategic goals at the social and global level

As an institution, FH Salzburg is both a driving force and a co-creator of social economic and technological developments in line with the "third mission" of universities.

By educating and sensitising students to diversity skills and promoting research projects related to diversity, the values of the Salzburg University of Applied Sciences and the objectives formulated in the preamble can be carried over to the social and global level. The Salzburg University of Applied Sciences considers the dissemination and transfer of these values to be a sustainable contribution to its responsibility for education and equal opportunities in the spirit of SDG 4.

3. Framework conditions

Gender mainstreaming is understood as a holistic process and is anchored at the strategic level and incorporated into guiding documents in teaching, research and administration.

The implementation of the GSDP is the responsibility of all members of the Salzburg University of Applied Sciences, especially decision-makers. Equality and diversity issues must be taken into account as cross-cutting issues in all areas of the university.

The following graphic overview illustrates how these issues are embedded in the organisation.

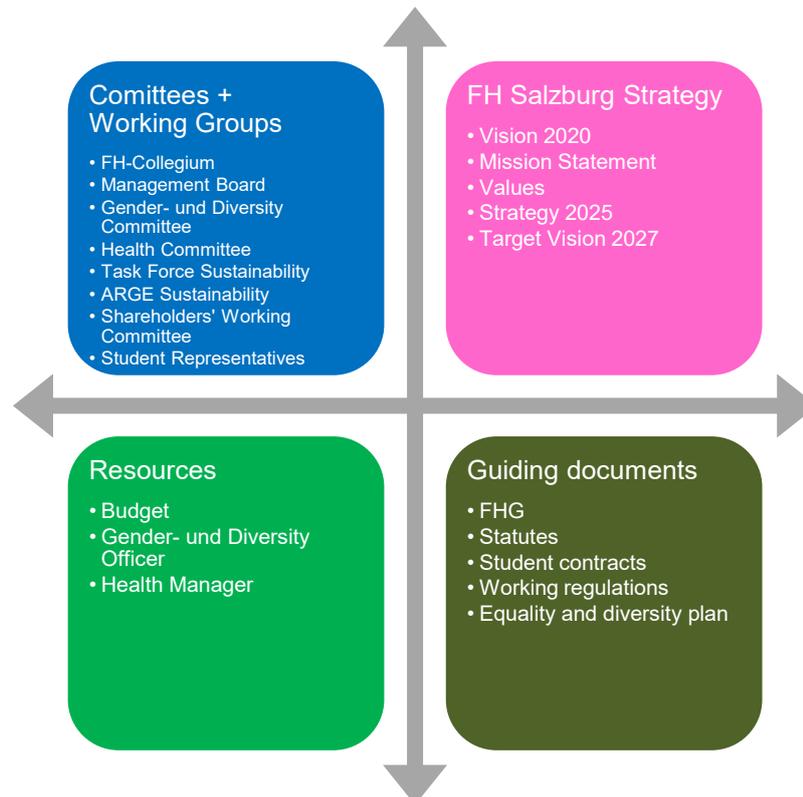


Figure2 : Anchoring of gender and diversity issues at the Salzburg University of Applied Sciences, own illustration

Analysis of context and organisational anchoring

Context analysis is a key element of goal development, enabling the integration of the university management's commitment and the identification of the status quo. Based on the qualitative evaluation, the analyses of the individual dimensions or in an intersectional sense can be carried out.

Analysis criteria: Extraction of goals from the available documents: Vision 2020, mission statement, values, statutes, Strategy 2025, GF 2025 goals, FTI strategy

Analysis dimension: gender

The Salzburg University of Applied Sciences offers the same conditions for everyone in the areas of study, teaching, research and administration, regardless of gender identity.

All persons, in particular women, transgender persons and non-binary persons, must therefore not be

discriminated against either directly or indirectly. Respectful language and assessment, as well as equal opportunities in processes, decisions and leadership, form the basis for successful cooperation. Measures in the context of equality are therefore based on this foundation. Gender identity is still considered one of the most important categories of diversity in which structural inequalities are evident.

Analysis indicators: working hours, care time/workload, pay, fields of activity, fields of study, involvement in university politics, committee work, performance, leadership (organisational, neutral, social, third mission)

3.1 Intersectionality

Salzburg University of Applied Sciences always considers gender identity in conjunction with other lines of diversity, i.e. intersectionally. The university recognises the importance of intersectionality and therefore strives to counteract all forms of multiple discrimination and, while actively promoting minorities. Diversity in terms of gender, age, religion, ethnicity, disability and sexual orientation is valued and seen as a resource for the continuous development of the university.

Analysis indicators: working hours, care time/workload, pay, fields of activity, fields of study, involvement in university politics, committee work, performance, leadership interwoven with intersectional dimensions (e.g. migration biography – gender – leadership).

Comparative figures can be found in the index of the European Institute for Gender Equality:

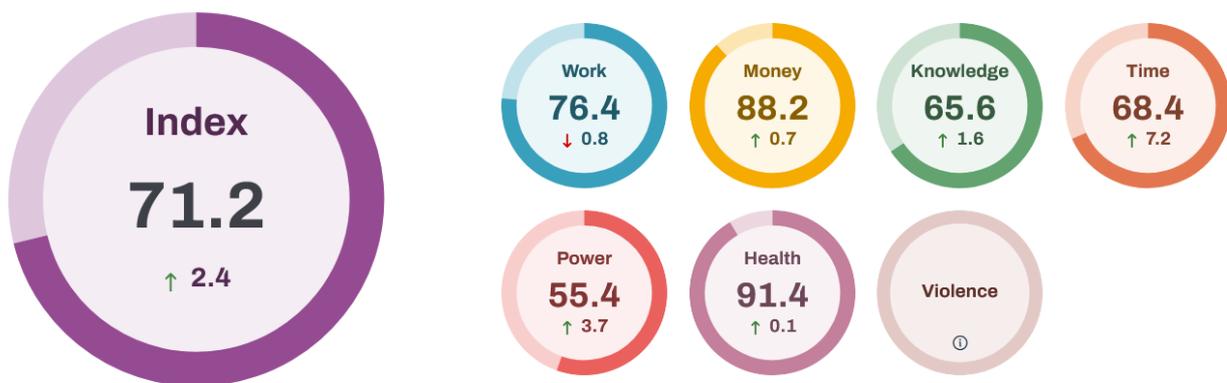


Figure3 : Gender Equality Index Austria, EIGE 2023

Priorities and objectives

The GSDP will be formally established in June 2025. Existing measures will be evaluated in the summer semester of 2025 in order to implement the measures to be established in a tailored and needs-based manner. Priority will be given to measures in the gender dimension, as these are already anchored in strategy papers (e.g. the advancement of women, the proportion of women in management positions).

4. Dimension-specific objectives

To establish a professional approach to complexity and diversity, different priorities will be defined across relevant dimensions.

Dimension: Gender

The Salzburg University of Applied Sciences is committed to the advancement of women and to creating positive and career-promoting conditions for women, transgender and non-binary persons. It therefore considers it a shared responsibility of all university members to achieve the goal that individuals of all genders at the Salzburg University of Applied Sciences have development opportunities commensurate with their qualifications and that existing disadvantages for women are eliminated or compensated for.

Dimension: Age/generations

Universities are distinguished by their intergenerational collaboration, where individuals of different age groups work and learn together. It is therefore essential to respond to the specific needs of the different age groups and generations, as well as to promote their cooperation and potential. Intergenerational learning is seen as a great resource, as it helps to secure the potential and experience of all generations in the long term, while at the same time raising awareness of the different needs of each stage of life. The Salzburg University of Applied Sciences is therefore committed to addressing the issues of generation management and age-appropriate working in mixed-age teams and to making use of external funding opportunities.

Dimension: Disability

Access to study programmes for people with disabilities is being continuously improved. Concrete measures are individually adapted to the specific needs of the student.

The Salzburg University of Applied Sciences is working to meet the quota set out in the Disability Employment Act (BEinstG) and to support people with disabilities, as well as to meet its inclusion targets.

However, it is not only the individual who should be supported; their environment (fellow students, teachers, colleagues, superiors, etc.) should also be sensitised in order to break down stereotypes and uncertainties in the context of disability and to utilise opportunities and resources so that everyone can ultimately benefit from another.

Dimension: Interculturality/transculturality (social and national origin/language and dialect)

Salzburg University of Applied Sciences promotes interdisciplinary, networked collaboration, diverse teams and linguistic diversity, thereby utilising the resources that can be drawn from diversity. The aim is to promote a culture of organisation and feedback in which there is mutual understanding and knowledge of different cultural backgrounds in order to break down stereotypes, conflicts and misunderstandings on various sides. Incoming employees and students can also be viewed on both a stable and a dynamic level. As a long-term goal, this can open up new target groups and networks and ensure the innovative capacity and creativity of the Salzburg University of Applied Sciences.

Dimension: Religion and worldview

Different religious beliefs are a natural part of the existing cultural diversity at FH Salzburg. FH Salzburg offers people of all religions and worldviews the same study and working conditions. Mutual tolerance

and respect in dealing with one another are prerequisites for this.

Dimension: Sexual orientation

One of the goals within this dimension is to address why sexual orientation plays a role in studies or at work. Like the dimension of religion, this dimension shapes the identity of individuals and flows into social contexts. Salzburg University of Applied Sciences strives for an open culture of communication in which there is acceptance of different sexual orientations, knowledge and sensitivity are promoted, and free communication about private and leisure life is possible.

5. Three-dimensional equality goal

The Salzburg University of Applied Sciences is guided by the three-dimensional equality goal *of fixing the institution, fixing the knowledge and fixing the numbers* in order to anchor equal opportunities in the organisation in the long term. The respective objectives are described in the following sub-sections.

Fix the institution – Strengthening a change process that promotes equality within the institution

- Raising awareness in the areas of gender, diversity and intersectionality
- Creating a reflective scientific culture in which gender equality is a benchmark for quality for the further development of the university
- Building gender expertise and diversity competence among all members of the university
- Gender mainstreaming in budgetary processes
- Supporting the compatibility of studies and/or career with childcare and care responsibilities for relatives

Fix the knowledge – integration of the gender dimension in research and research-led teaching

- Competence development in the areas of gender, diversity and intersectionality
- Promoting the establishment of gender studies in academic disciplines in the sense of an interdisciplinary approach
- Making research achievements in the field of gender and diversity visible
- Anchoring gender and diversity in curricula and ensuring high-quality teaching in these areas

Fix the numbers – Increasing the representation of underrepresented genders and groups

- Reducing vertical and horizontal segregation along diversity categories (management positions, early career researchers, committees, etc.)
- Increasing the representation of underrepresented groups (based on needs analysis, e.g. women in technology and computer science, and promoting men in female-dominated fields – more men in social and health professions, etc.)
- Developing strategies and measures to achieve a diversity-oriented equality policy along the entire education chain and coordinating the implementation of equality processes (e.g. strategy development, impact-oriented budgeting, target agreements, resource planning, human resources management, etc.).

6. Measures

The GSDP's measures¹ are aimed at all members of the university community. Their implementation is promoted by staff and students within their respective spheres of influence. In the case of individual measures for underrepresented or marginalised groups, the persons concerned are explicitly mentioned, with implementation being the responsibility of the respective decision-makers and managers in the individual departments or divisions.

Fix the Institution

Raising awareness of gender equality and a sustainable process of change, cross-institutional measures in particular must be implemented and expanded. Gender mainstreaming forms the basis for this and must be taken into account in all processes.

6.1 Existing measures

- ❖ Diversity certification ZukunftVielfalt (Future Diversity) according to TÜV AUSTRIA CERT based on ÖNORM S2501 – evaluation according to GSDP indicators and interlinking of measures
- ❖ Gender & Diversity Officer for Teaching, Research and Administration
- ❖ Women's network for employees
- ❖ Workplace health promotion
- ❖ Non-discrimination in the recruitment of employees and students
- ❖ Certification according to TÜV Austria for "hochschuleundfamilie"
- ❖ Language guidelines with mandatory implementation for all departments
- ❖ The examination regulations support supervision obligations through exemptions for examination dates
- ❖ Organisation of participation in Christopher Street Day (CSD) for students, employees and friends
- ❖ Meetings are organised in such a way that any supervision obligations can be taken into account

6.2 Measures to be established

- Expansion of research on gender and diversity issues in all departments where possible and consideration of diversity categories in existing research projects
- Integration of gender mainstreaming into all budgetary decisions of the university by conducting a gender impact analysis in every budget process by Q2/2027 and introducing gender equality as a condition for the allocation of funds
- Luis*a on campus
- Create spaces (places & time, e.g. network meetings, supervision, etc.) for reflection on diversity by the end of 2026
- Demonstrable social and diversity skills as a criterion for leadership positions within two years. Also for existing managers
- Commitment to the gradual removal of barriers in the area of language and digital communication for people with disabilities, with a commitment to gender-neutral language
- Creation and implementation of diversity-friendly image guidelines by the start of the 2025 winter semester
- Multipliers in all departments and divisions by 2028

¹ The measures within the framework of the GSDP are not yet subject to any ranking or prioritisation. This is done on the basis of key figures.

Fix the knowledge

In order to integrate diversity categories into research and teaching, it is essential to develop the relevant skills and reflect on the current situation (both individually and socially).

6.3 Existing measures

- ❖ University teaching training programme to raise awareness among staff and external lecturers, to further develop diversity-sensitive interaction and to expand gender and diversity competence
- ❖ Online training on gender and diversity
- ❖ Promoting interdisciplinary collaboration in teaching and research
- ❖ Incorporating gender and diversity issues into curriculum development
- ❖ Peer counselling for women in top positions (in cooperation with the State of Salzburg)
- ❖ Mentoring programme for female students

6.4 Measures to be established

- Promotion of research in the field of gender and diversity in all departments
- Promotion of publications in the field of gender and diversity
- Special internal support for final theses on the topic of gender and diversity
- Continuing education programme for the development and strengthening of intercultural and transcultural skills starting in the summer semester of 2026
- Continuing education courses to raise awareness and build skills in the category of disability starting in the 2026 summer semester
- Ensuring high-quality teaching in the field of gender and diversity through interdisciplinary cooperation and continuing education measures tailored to the respective discipline – each year, at least two teachers in each department should qualify through specific training in the field of gender and diversity
- Consideration of gender and diversity in the context of course evaluation

Fix the numbers

Measures must be taken for the target groups of students, employees and applicants in order to increase the representation of underrepresented genders and groups.

6.5 Existing measures

- ❖ Quota for women in academic staff and their committees
- ❖ Recommendation: Zipper system in the works council
- ❖ Appointment committees will be evaluated on their composition and compliance with the "quota", as well as the justification in cases of non-compliance
- ❖ Participation in and implementation of events to promote women and girls in STEM fields (e.g. didact, Girls' Day)

6.6 Measures to be established

- Plan for the advancement of women from 2025
- Annual collection of research and publications on diversity topics by FTS (number of research projects on individual diversity categories, consideration of diversity in project applications, publications on diversity topics)
- Collection and evaluation of data from 2025 onwards using the indicators in Chapter 3 on intersectionality in the areas of employees, external lecturers and students in order to derive any necessary measures
- Closing any existing gender pay gaps
- Annual survey of interdisciplinary projects in teaching and research – department-specific
- Anonymous survey of employees and students (every 2 years) based on the indicators described in Chapter 3

7. Monitoring and evaluation

The monitoring and evaluation of the equality plan takes place at the institutional, knowledge and data levels. This three-dimensional approach to the equality goal enables a comprehensive review and continuous improvement of measures to promote equality. The basis for monitoring is provided by the analysis criteria and indicators set out in Chapter 3, which provide the framework for measuring the progress and success of the measures. In addition, recertification in the areas of gender and diversity as well as sustainability reporting can also be integrated into the monitoring process.

The implementation of equality and diversity measures will be monitored and evaluated in accordance with the 2025–2029 monitoring plan. An initial interim evaluation will take place in Q2/2027. This plan provides for regular review of the measures and the development of a specific system of indicators for gender and diversity that is specifically tailored to the respective target group. The link to the Sustainable Development Goals (SDGs) represents an additional dimension that shows how equality measures can contribute to the achievement of global sustainability goals.

Impact logic

An impact logic is used to illustrate the relationship between the criteria, the measures taken and the desired changes. This links context, input, output and outcome indicators and creates transparency about the effectiveness of the measures. Important questions here are:

- Objectives: What specific objectives are to be achieved?
- Target groups: Which target groups are being addressed?
- Approach: How is communication with the target groups carried out?
- Use of resources: What resources are being made available?
- Incentives: Are there incentives to achieve the objectives?

The underlying database is regularly reviewed to ensure that it meets the requirements of the respective monitoring period. If necessary, new data sources or indicators are added during the course of the process in order to verify the achievement of objectives even more precisely.

Instruments

Instruments that enable a quantitative and qualitative evaluation of the measures are used to carry out the monitoring. These include:

- Key figures: A systematic key figure system for objectively measuring progress
- Target agreement meetings: Exchange formats for setting and reviewing equality targets
- Surveys: Regular surveys of employees and students to incorporate their perspectives
- Recertification Future Diversity: Review and recertification in the area of gender and diversity as a continuous quality process

- Sustainability reporting: Integration of equality and diversity measures into the sustainability strategy of the Salzburg University of Applied Sciences
- Intellectual capital statement: Documentation and evaluation of knowledge transfer and further training with regard to equality and diversity

Time frame

A time frame is set for monitoring the equality and diversity plan to ensure that both medium-term and short-term successes are visible. The time frame includes:

- Four-year action targets: Strategic goals to be achieved over a four-year period
- Two-year review: Evaluations that enable the measures to be adapted and fine-tuned

This systematic approach ensures that the equality and diversity goals of the Salzburg University of Applied Sciences can be continuously developed and implemented in line with internal and external requirements. Monitoring not only creates transparency, but also lays a solid foundation for future measures to promote equality and diversity.

8. Entry into force

The "Salzburg University of Applied Sciences Equality and Diversity Plan" in the version dated 16 June 2025 shall enter into force on 28 August 2025. It shall be published as part of the statutes.

The section of the statutes entitled "Equality of all gender identities and equal treatment" in the version dated 4 September 2020 and the "Equality Plan of the Salzburg University of Applied Sciences" in version 1.0 dated 20 January 2022 shall cease to be in force in their entirety on 28 August 2025.

9. List of figures

Figure 1: Procedure for creating and updating the equality and diversity plan, own representation	5
Figure 2: Anchoring gender and diversity issues at Salzburg University of Applied Sciences, own representation.....	7
Figure 3: Gender Equality Index Austria, EIGE 2023.....	8

10. Bibliography

BEinstG (2024). Complete legal provision for the Disability Employment Act, version dated 4 April 2025.
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008253>.

BMBWF (2022). Guidelines for the development of equality plans in Austrian higher education and research institutions. https://www.bmbwf.gv.at/dam/jcr:afcac3e0-0500-433e-a916-04e312290c65/20220127-Publikation_Leitfaden_zur_Erstellung_von_Gleichstellungspl%C3%A4nen_barrierefrei.pdf. Accessed: 04.04.2025.

EIGE (2023). Gender Equality Index, Austria 2023 <https://eige.europa.eu/gender-equality-index/2023/country/AT>. Accessed: 10 October 2024.

ECHR (2018). Constitutional Court of 15 June 2018, Ref. G 77/2018-9.
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10000308>.

ERAC (2020). Sub-Group Inclusive Gender Equality in the European Research Area.
<https://era.gv.at/governance/era-forum/inclusive-gender-equality/>. Accessed: 4 April 2025.

ERAC (2021). Review of Charter and Code of Conduct for the Recruitment of Researchers.
https://era.gv.at/public/documents/4569/Triangle_Task_Force_Report_on_the_Review_of_the_European_Charter_and_Code_of_Conduct.pdf. Accessed: 04.04.2025.

FHG (2024). Complete legal provision for the University of Applied Sciences Act, version dated 4 April 2025.
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009895>.

GIBG (2023). Complete legal provision for the Equal Treatment Act, version dated 4 April 2025.
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20003395>.

Horizon Europe (2021). Horizon Europe research & innovation framework programme for 2021-2027. <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/programmes/horizon>. Accessed: 04.04.2025.

UN CRPD (2011). UN Convention. United Nations Convention on the Rights of Persons with Disabilities. Federal Ministry of Labour, Social Affairs and Consumer Protection. (Ed.).
<https://broschuerenservice.sozialministerium.at/Home/Download?publicationId=19>. Accessed: 04.04.2025.