

SELECTED DIMENSIONS OF THE REPRESENTATION OF FEMALE TEACHERS IN THE QUALIFICATION STRUCTURE AND GRANT ACTIVITY AT THE TECHNICAL UNIVERSITY IN EASTERN SLOVAKIA

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CHALLENGES TO BE ADDRESSED AND ONGOING ACTIONS

Despite the fact that the Technical University of Košice (TUKE) has long adhered to humanitarian and democratic values and since 2016 in its employees code of ethics it promises to comply with generally binding legislation in the field of equal treatment, in 2021 it did not yet have its gender equality plan or strategy. With TUKE joining the European University Alliance Ulysseus in the end of 2020, which emphasizes that all its partners must have a gender equality plan, and also with the new eligibility criterion of Horizon Europe, the first working group for this topic did emerge. Its biggest challenge was to persuade university leadership to support its activities, to persuade other relevant employees to cooperate, to do its first analysis of the state of gender equality and gender balance, to create a first gender equality plan for TUKE and to obtain its approval by university leadership.



RESULTS ACHIEVED

- Conduction of quantitative analysis (gender balance) and qualitative focus group
- Creating a gender equality plan
- Establishment of a commission on equal opportunities for men and women
- Approval of the plan and commission by the academic senate
- Creating an official website of the agenda
- Organizing events (webinars) or promoting events on gender equality at the TUKE website

METHODS - GENDER BALANCE

The method used was a quantitative secondary data analysis.

Data were obtained from the annual reports on the activities of the university, from anonymized internal dataset provided by the Economic Department of university, and from the list of project funds provided by the Department of Science, Research and Doctoral Studies of the Rectorate.

RESULTS - GENDER BALANCE

In 2020, 1,650 people worked at TUKE, of which 50.50% were women.

Only **35,12% of the teachers were women.**

Large differences between **9 faculties** have been identified, **having from 50,07% to 15,41% of female teachers.**

Biggest paradox was found at the Faculty of Arts where 67.50% of women study but only 15.56% of teachers are female, non of them professors (Figure 1).

In the long run, the **increase** in the proportion of **female teachers at TUKE is negligible** but **proportion of female professors doubled** (Figure 2).

In 2020, **only 21% of women received grant**, the volume of finances (Eur) of women's grants was 22%. Women were more successful of getting bigger volume of finances only in the category of international non-research funds (Figure 3)

Figure 1. Representation of women and men in the group of students and teachers at the Faculty of Arts

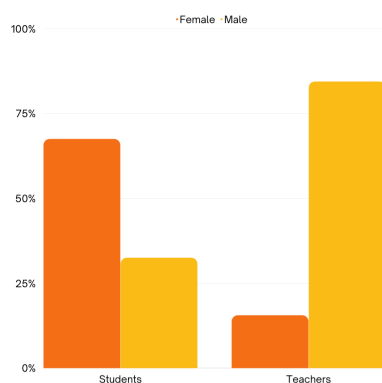


Figure 2. Representation of female teachers in the TUKE qualification structure for the years 2007-2020

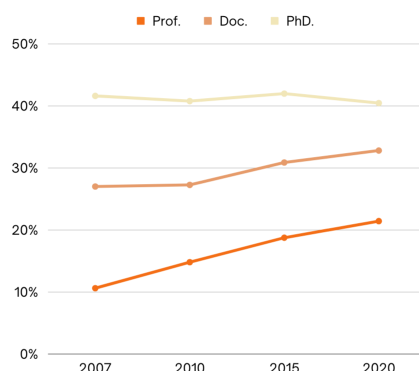
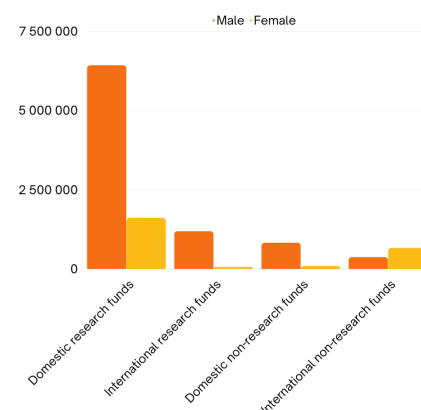


Figure 3. Representation of the volume of financial subsidies obtained by male and female project leaders



RESULTS ACHIEVED

Gender balance report points to the underrepresentation of women at higher levels of the qualification structure as widely acknowledged internationally. However, from a long-term perspective, the increase of women in full professorships but not in assistant professorships is visible. Also, there are differences at the individual faculties, interesting paradoxes can be seen at the Faculty of Arts where is disproportionately more female students than female teachers. Significant underrepresentation of women is present in the quantity of obtained grants and volume of allocated finances, with women getting lower volumes of finances. On the contrary, women are more successful in obtaining finance for non-research grants than their male counterparts.



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