

# Gender Equity Education Committee Of NTUST

In order to promote our university community's understanding of gender equality, to eliminate gender discrimination and to establish a gender equality environment of both education and work. Beginning with the 2004-05 school year, we have set up the Gender Equity Education Committee of NTUST based on Article Six of the Gender Equity Education Act. At the same time, we have also set out, in accordance with the provisions of Article Six, the statutory mission of the Committee, which includes the investigation and handling of cases of sexual assault, sexual harassment or bullying.

This university cares about each member of our on-campus community, in particular, their gender equality awareness and their rights. We coordinate and integrate our internal resources to provide the university community an environment of gender equality so that mutual understanding can be achieved, with more respect, and less discrimination.



To apply for the investigation or prosecution of "campus sexual assault," "sexual harassment" or "bullying," please contact the Office of Student Affairs or the Secretariat Office.

Address : 43 Keelung Rd., Sec. 4, Taipei 10607, Taiwan, R.O.C.

Tel. : 02-2733-3141 Extension on Campus 6139/1088

Fax : 02-2737-6168 / 02-2730-1000

Night time and holiday emergency telephone number :

Student Safety Division 02-2733-2886 ; 0800-695-995

Campus Security : 02-2733-3141 Extension on Campus ( 6176 or 1199 or 3799 )

The application form can be downloaded at this link :  
<http://secretariat.ntust.edu.tw/files/11-1020-4628.php>.

- **Gender Equality**

Gender equality is not just a matter of formal equality or equality of opportunity and, where structural inequality prevails, should be achieved by affirmative action. Formal equality focuses exclusively on the uniformity of resource distribution between males and females, ignoring any differences between the genders. Equality of opportunity argues against the inferior treatment that results from gender differences and presupposes a level playing field where everyone is given a fair chance to pursue personal goals. However, its flip side is that it does not provide sufficient support for the efforts of those at a disadvantage within the power structure of society. To steer society toward the achievement of gender parity, measures of affirmative action should be implemented in ways that improve access to resources and opportunities for these disadvantaged individuals.

- **Sexual Harassment Prevention**

Sexual harassment includes not only any forms of conduct that involve invading other people's physical boundaries (e.g., groping), as popular perception holds, but also unwelcome, sexually suggestive language, manner and behavior. Based on this definition, giving "grades" for a classmate's physical appearance or unrelenting sexual advances to him/her constitutes sexual harassment.

More often than that sexual harassment results from an imbalance of power between the perpetrator and victim. In a society where the "male initiative-female response (or submission in some cases)" norm prevails, a male supervisor (or teacher) making sexual innuendos toward a female employee (or student) simultaneously activates stereotypes about gender role expectations as well as the disparity in social ranking that is part of a hierarchy-based organization in a way that encroaches on the victim's right to work or education, thus making it difficult for the vulnerable person to react or resist. Laws to prevent sexual harassment have been implemented to provide legal support to those in such situations where power disparity makes resistance as an individual difficult, in order to promote the development of a society characterized by true gender equality.

- **Source** : The Gender Equity Education website, Ministry of Education

(<https://www.gender.edu.tw>)

## • **Are Men and Women Different?**

Speaking of gender equality, the question first in the minds of many people is that, given the inherent differences between males and females, how can they equal each other? Yes, they differ, typically in physiological traits and the social environment in which they are raised, with the former often being overemphasized and the latter being ignored. Although no research has found a close link between gender and intelligence (and/or aptitude), educational institutions that subscribe to the contrary view tend to provide gender-specific resources and treatment. For example, schoolboys are consistently expected to do well in math and schoolgirls to groom themselves properly. Such a socialization process can profoundly affect an individual's career development.

Moreover, educators' stereotypical gender expectations can lead to a widening gap in physical fitness between the sexes. Where boys are encouraged to work out, girls are given limited physical training and expected to satisfy the mainstream standards of feminine beauty such as wearing uniforms with skirts (which can limit the kinds of sports activities they can engage in) and cultivating a slim figure with full breasts. If, on the other hand, females are given appropriate physical training, they can more or less rival their male counterparts in physical ability. Clearly, the environment that nurtures us has a huge influence on gender differences.

## • **Affirmative Action**

Historically, females have been shortchanged in power and resource distribution. Affirmative action measures should therefore be implemented to remedy this persistent discrimination created by history and social structure and promote the rapid attainment of gender equality. Article 14 of the Gender Equity Education Act stipulates that "The school shall provide affirmative assistance to students who are disadvantaged due to their gender, gender-specific qualities, gender identity or sexual orientation in order to improve the quality of their campus life, and affirmatively protect the rights of pregnant students to education, as well as provide assistance to them wherever necessary." This is an example of the kind of affirmative action that can be taken.

Power disparity is also endemic in the political realm. That is why requirements for minimum numbers of elected offices reserved for would-be female politicians are being introduced into the male-dominated political culture, underlying the growing emphasis on prescribing proportions of decision-making positions for candidates of both sexes. Such provision is included in the Gender Equity Education Act, whereby the Administrative Staff Evaluation Committee, Faculty Grievance Review Committee, and Faculty Evaluation Committee of an educational institution shall apportion at least one-third of the committee's members to each sex, along with the corresponding penalty for violators. Building a culture of gender diversity in decision-making bodies can be a driving force behind turning around the prevailing gender inequality.

• **Source** : The Gender Equity Education website, Ministry of Education

(<https://www.gender.edu.tw>).