



# GENDER EQUALITY VISION FOR THE FUTURE of the University of Wuppertal

Gender Equality



UNIVERSITY  
OF  
WUPPERTAL



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## INTRODUCTION

The University of Wuppertal (Bergische Universität Wuppertal) is a modern, medium-sized independent university with almost 22,750 students and 3,651 employees, of which 261 are professors. It conducts cutting-edge international research in various fields and has a wide range of subjects with many interdisciplinary links that enable the future-orientated training of students. The range of courses comprises 283 subjects. The scientific disciplines are divided into natural and engineering sciences, economics, humanities and cultural sciences, social and human sciences, art and design and educational sciences. Its key action areas and essential developmental goals are set out in the University Development Plan 2014 to 2020. This includes increasing the proportion of women at all qualification levels and improving the balance between study, work and family life.

**Equal opportunities and gender equality** are seen as an interdisciplinary task which is firmly anchored by a broad portfolio of structural and staffing measures throughout the entire education chain. With its forward-looking gender concept, the University of Wuppertal was successful in both bidding rounds of the Programme for Women Professors (PP I and PP II). In 2013, the University was rated as “particularly successful” in implementing the research-orientated gender equality standards following an evaluation by a DFG (German Research Foundation) expert group and was awarded the highest attainable quality level. The recognition of its achievements has given rise to a clear boost in motivation to implement equality in all areas and at all levels of the University even more consistently than before.

At the same time, a **package of measures** was launched and consolidated with funds from the Programme for Women Professors and budget, which enabled the further development of an equality policy geared to excellence and diversity. The fact that this took place under difficult financial conditions underlines the importance of the gender equality issue (see 1.5). Important adaptation steps were taken to implement new regional legal requirements in the field of equality, which arose in the course of the amendments to the Higher Education Act (HG) 2014 and the State Equal Opportunities Act (LGG) 2016. These include the introduction of a new appointment rate (§ 37a HG), the gender-equal composition of committees and the introduction of decentralised Gender Equality Officers. With the reform of the law governing public sector employees in 2016, aspects of family friendliness, working time flexibility and the promotion of women have been made more binding for universities. In this context, numerous other equality instruments and measures have been added since the documentation in PP II in 2013, supplemented by a diversity perspective. Equality and diversity are considered together in their intersectional interrelationship and are used productively. This is represented by the establishment in 2014 of a Vice-Rector for International Affairs and Diversity.

## 1. INTEGRATION INTO PROFILE AND MISSION STATEMENT DEVELOPMENT AND CORE STRATEGIES

### 1.1 Equality in the target hierarchy

As early as 2008, the University of Wuppertal adopted a **gender guideline** that formed the reference framework for the development of its gender profile, which is embedded in the university-wide profiling and remains open to development. This is particularly evident in the expansion of international gender equality activities, which are one of the strengths of Wuppertal. Gender equality is firmly anchored in the general mission statement, in the gender concept, in the framework plan for equality between women and men, in the decentralised equality plans, in the university contract which, since 2015, has replaced the target and performance agreements with the State, in the university development plan 2014 to 2020 and in the development plans of the faculties. Gender equality, diversity and family are also prominent elements in the external image of the university profile.

### 1.2 Structural anchoring and university management

Gender equality is integrated into the overall strategy of the University and is perceived as a management task. The **Vice-Rector for International Affairs and Diversity**, newly established in 2014, is responsible for communicating equality and diversity across the individual institution levels and

for managing the overall process. In this context, the management level will be supported by the **Equality and Diversity Unit**, which will provide a closer link between the central strategy- and decision-making level and the operational gender equality level and coordinate gender equality activities. It also serves as the interface with the central Gender Equality Officer, who is involved in all strategic planning and decision-making processes at the University and is supported in her work by a Gender Equality Commission<sup>1</sup>. The latter is responsible for updating the gender equality plans, which are regularly evaluated and, if necessary, adjusted in a monitoring procedure. The position of **local Gender Equality Officers**, who are involved in the gender equality process in the faculties, has recently been introduced.

<sup>1</sup> The Gender Equality Commission consists of 16 members.



The gender aspect has been integrated into the **planning, development and management processes** as well as into the comprehensive **controlling system** of the University. Gender equality is an integral part of important documents and voluntary obligations such as the Basic Regulations, the Rules of Appointment, the Regulations for the Implementation of Tenure Track Professorships, the Manual of Appointment, the Evaluation Regulations and the Electoral Regulations and is systematically taken into account in all new strategy papers and concepts, such as in the HR development concept and in the application in the joint federal/state programme for promoting young scientists.

Deans, heads of central institutions and heads of faculties and administration assume responsibility for implementing decentralised equality measures in accordance with the principle of subsidiarity. They are based on the gender concept, the framework plan for equality between women and men and the gender equality plans. This also includes a **subject-related gender equality ratio** for new appointments, which is negotiated between the Rectorate and faculties for a period of three years. Feedback takes place in the **planning meetings** which the Rectorate has been conducting with each faculty in a two-year cycle since 2014. They incorporate the equality-related target meetings, which were briefly used as a pilot project. The main objective is to agree on the development planning of the faculty, which is derived from the university development plan and is coordinated with the Rectorate in a process of dialogue. The state of play of the decentralised equality strategy is an integral part of this. The faculties update their development plan once a year so that they can optimise their equality efforts in good time. This approach also ensures the commitment to implementing concrete measures and to formulating new gender equality goals. The results of the meetings are documented and enable comparison with the decentralised equality plans. The annual closed-door meetings at management level are also used to position equality as an interdisciplinary topic. The decentralised institutions and the administration are also involved. It has been found that equality-related priority issues are still too rarely addressed. Therefore, the University has made it its mission to regularly include it on the agenda in selected areas.

### 1.3 Monetary control and incentive systems

The monetary management of the gender equality issue is essentially carried out by means of a **transparent budget model** in which a fixed proportion (1%) of the faculty budgets is committed for equality purposes. The innovative model was first used in 2012, but had to be suspended until 2016 due to the difficult budgetary situation, which did not allow the faculties any financial leeway. In 2017, the budget share of all faculties amounted to almost 500,000 euros, which was used in particular for the recruitment of female professors and the individual funding of young female scientists. In the future, the deans will report on the strategic use of the funds during the planning meetings. The launch year is 2020. A number of special funds will be provided at central level to promote the objective of equality between women and men in selected areas (e.g. doctorates for women in STEM subjects). In addition, the School of Humanities has set up an equality fund targeted at young female scientists.

The University of Wuppertal has various **incentive instruments** that have proven effective and have been made permanent. Since 2008, an equal opportunities prize has been awarded annually for innovative projects and structural measures in the field of women's advancement and family support, and the prize money has been used to finance new projects. The awards ceremony is held during a high-profile session of the Senate. At the same time, the equal opportunities prize serves as a pool of ideas for good equality practice. In order to further develop its role model function, the measures that have been advertised will in future be presented in an attractive and promotionally effective brochure. All University members thereby receive further impetus and inspiration for their work. A central gender research fund provides incentives to expand gender research activities in the faculties and to increase the visibility of female scientists. Various relief schemes help to motivate women to participate in committees.

### 1.4 Quality management (controlling, evaluation, appraisal)

Gender-orientated quality management is a central task which is carried out in close cooperation between the Equality and Diversity Unit, the central Gender Equality Officer and the responsible departments "Planning and Development", "Study, Teaching and Quality Management" and "Organisation and Staff". Taking into account the DFG's research-orientated gender equality standards and new legal requirements of the state of North Rhine-Westphalia, the existing and proven instruments have been further developed. These include, in particular, the framework plan for equality between women and men and the local equality plans, which will henceforth take effect over a period of five years in terms of a target agreement and will apply to all status groups. They contain binding targets for increasing the proportion of women in all scientific qualification levels and the gender equality ratio for new appointments, which is based on the cascade model. The gender equality plans are made more concrete by means of a catalogue of measures which distinguish between compulsory and optional areas, thereby giving a high degree of concretisation and commitment. In future, an interim evaluation will be carried out after two years by the Gender Equality Commission, which will follow up and monitor the quality-led implementation and updating of the gender equality plans. For this purpose, a special reporting system has been developed in which the management of the local units can use a standardised form to account for and update the development period. It is planned to synchronise the monitoring with the planning meetings in order to be able to bring together the results in a meaningful way and to make the topic even more prominent. The central equality measures of the University are also regularly evaluated within the framework of quality management by means of written surveys, feedback rounds and individual interviews. The annual Rectorate Report contains gender equality-related data and provides information on the state of implementation of gender equality.

Within the framework of the gender-differentiated data collection for the gender equality vision for the future, gaps have become visible as well as different responsibilities which make access to the gender-sensitive data of the University more difficult. The entire area will be systematically expanded in the future and the interface problem will be addressed. In order to enable access to all relevant gender data at the University at central and local level at any time, the Gender Equality Officer has started to create a data portal. This makes a critical assessment possible, the categorisation into a strengths/weaknesses profile and contributes to a realistic self-assessment of the subject or unit with regard to the







gender equality indicators. In this way, deficits can be identified more quickly and appropriate measures taken.

At the University of Wuppertal, a uniform evaluation procedure is used throughout the University, consisting of teaching assessments, student and graduate surveys and course evaluations. It serves the systematic self-analysis of the teaching units or courses explicitly with regard to the equality of women and men and the compatibility of studying and family responsibilities. All survey instruments enable, through gender-differentiated data analysis, the **gender-sensitive recording of teaching and study conditions** as well as cases of discrimination. The subject-related evaluation of the results forms the basis for decentralised improvement measures and student discussion forums in which women are adequately represented. An analysis of the survey conducted amongst all students since 2009 on their situation in the orientation phase of study and during their studies shows an unbroken satisfaction with the quality of study and teaching, especially on the highly-frequented, women-intensive courses.

The faculties are responsible for carrying out the evaluation<sup>2</sup>. They are supported by a network of 20 quality officers, with a balance between the sexes. Members regularly participate in a diversity-related training programme. It is planned to strengthen the networking of quality officers with the local equality officers by establishing a regular exchange of experiences.

As part of the programme accreditation, the University regularly proves that gender equality concepts are implemented

at the level of the respective degree courses. In order to promote equal opportunities for students in special circumstances, such as student parents, all examination regulations make provisions to compensate for disadvantages. The Equality and Diversity Unit advises individuals and institutions on applications for third-party funding projects and provides gender-related text modules.

The University's performance in the field of gender equality is confirmed by **external assessments**. These include the top ranking for the implementation of the research-orientated gender equality standards by a DFG panel of experts (stage 4), as well as the good rankings for the gender concept within the framework of PP I and PP II. Projects such as the children's camps and the equality magazine have received several awards. The University also achieved outstanding results by evaluating its **work on gender equality** on the basis of an international index developed by the partner University of Ochanomizu in Tokyo, one of Japan's most prestigious women's universities.

It is used as a self-assessment tool and attests to the University's excellent support services and a women-friendly working environment. A further evaluation is in preparation. As a result of the strategic realignment in the Rectorate, the is-

<sup>2</sup> Approx. 4,000 events are evaluated every year.

sues of family-friendliness and the promotion of young women are to be assessed in a comprehensive context within the framework of a diversity audit.

### 1.5 Equality resources and permanence

The plans for gender equality measures to be made permanent were caught up in a phase of the University's comprehensive fiscal consolidation (temporary staffing freeze and staff budget reductions), which was imperative as a result of long-standing structural underfunding. It was not until 2016 that a structurally balanced financial situation was achieved again. Despite these difficult financial conditions, the University of Wuppertal has made a large proportion of its gender-related measures, projects and positions permanent. In prominent positions are the Equality and Diversity Unit, the Gender and Diversity Professorship, the diversity-orientated academic staff development, the qualification programme for female high potentials, the Family Office and the Dual Career Service.

The investment in gender equality amounts to around **1.7 million euros** in 2018, which equates to 0.8% of the total budget. This includes a staff of 9.75 full-time equivalents.

### SUMMARY VIEW

One of the main strengths of the University of Wuppertal is the comprehensive implementation of gender equality in structures and processes as well as integration into the higher education profile. A large number of measures in the gender concept have been consolidated. Over the past four years, new innovative gender-appropriate governance tools have been introduced and developed. The establishment of equality at University management, faculty and administrative levels is already well advanced. Due to the high degree of autonomy of the faculties, however, the degree of thematic penetration there is - with a few exceptions - less than at the central management level. The communication process between central and local levels has, however, been considerably improved with the objective of equality and diversity through the regular planning and development meetings, the joint meetings in the Conference of Deans and the closed-door meetings. With the introduction of local gender equality officers, a further level of protagonists has been added, which aims to ensure more consistent compliance with gender equality objectives in all procedures and processes.

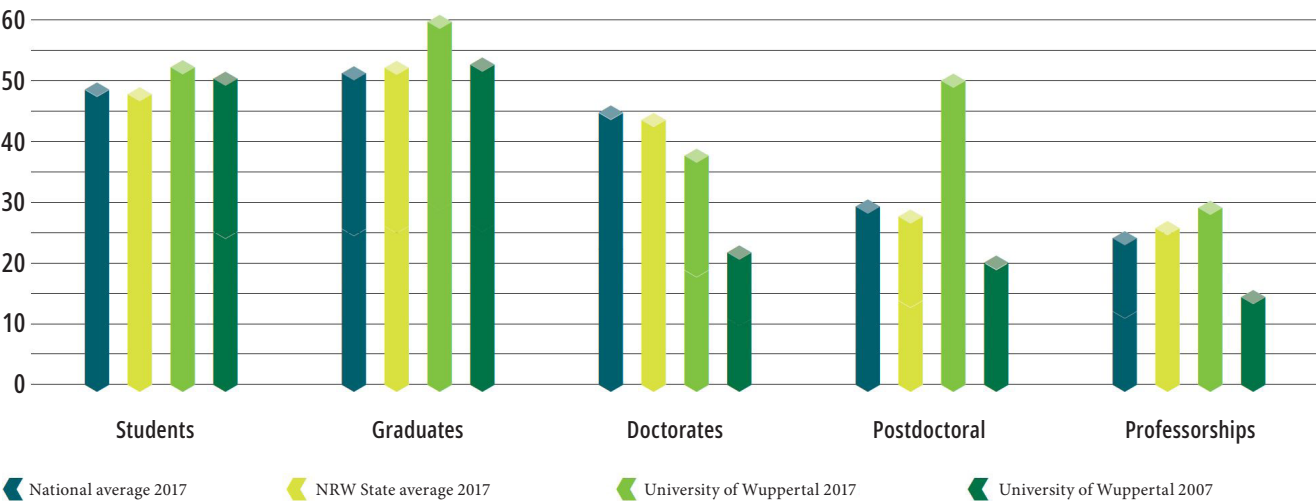


2. DEVELOPMENTS AT THE UNIVERSITY OF WUPPERTAL SINCE 2007 AND THE FORMULATION OF OBJECTIVES

2.1 Strength/Weakness Analysis

When compared across the State and nationally, the University of Wuppertal has a high proportion of women at all qualification levels, except for doctorates (Fig.1). But here, too, a positive development is emerging in the 10-year period under review. In the “University Ranking by Gender Equality Aspects 2017”, by the Centre of Excellence Women and Science (CEWS), it ranks among the top group in terms of the proportion of female students, scientific qualifications (postdoctoral qualifications and junior professorships) and professorships.

FIGURE\_01 | QUALIFICATION LEVELS AT THE UNIVERSITY OF WUPPERTAL IN 2007 AND 2017, COMPARED NATIONALLY AND ACROSS THE STATE OF NRW (FEMALE PROPORTION IN %)



The measures formulated in PP I and PP II have been implemented comprehensively and transferred to a small extent into new, more effective formats or integrated into existing formats in the sense of gender mainstreaming. Gender consulting in appointments procedures was replaced in 2017 by the introduction of decentralised gender equality officers, whose area of responsibility includes the monitoring of appointments procedures. As an equivalent, a body has been set up in the HR Department, which is responsible on the administrative side for developing gender-appropriate recruitment procedures.

The increase in the proportion of women at all levels of qualification is evidence that the measures and instruments used

in the last ten years throughout the education chain have been effective and mutually reinforcing, particularly in the process of linking the central and local levels. Nevertheless, the proportion of female doctoral students cannot be rated as satisfactory. A more detailed analysis is needed to assess the effectiveness of the measures and to identify the necessary consequences from them (see 2.3).

The priority areas of the Gender Equality Vision for the Future discussed in the following chapters are analysed with regard to their strengths and weaknesses, measures and instruments are accounted for and development prospects (objectives and implementation) are discussed.

2.2 Increase in the proportion of women in top scientific positions

The acquisition of excellent female scientists at the University of Wuppertal has developed a special dynamic with which the gender equality goals of the higher education contract and the University development plan have been (over-)achieved. The proportion of women in professorships increased by 14.7% between 2007 (14.4%) and 2017 (29.1%). This means that in 2017, 3.4% more female professors were at the University of Wuppertal than the average of the universities in the state of NRW and 5% more than the average of all higher education establishments in Germany. In total, 42.3% held W1 positions, 32.6% W2 positions and 24.4% W3 positions. The recruitment rate of 36% (2008 to 2017) confirms the sustainability of this development. The proportion of women in deputy professorships is at a consistently good level, in some cases more than 50%.

With the exception of two areas, the proportion of women in professorships in all faculties in the period under review from 2007 to 2017 has developed positively:

FIGURE\_02 | DEVELOPMENT OF THE PROPORTION OF WOMEN IN PROFESSORSHIPS FROM 2007 TO 2017

School of Humanities (Fk1)	+ 18.8 %
School of Human and Social Sciences (Fk2)	+ 9.2 %
Schumpeter School of Business and Economics (Fk3)	+ 10.8 %
School of Mathematics and Natural Sciences (Fk4)	+ 13.6 %
School of Architecture and Civil Engineering (Fk5)	- 0.6 %
School of Electrical, Information and Media Engineering (Fk6)	+ 4.7 %
School of Mechanical Engineering and Safety Engineering (Fk7)	+ 8.8 %
School of Art and Design (Fk8)	- 1.1 %
School of Education (Fk9) <sup>3</sup>	

<sup>3</sup> The School of Education was founded in 2010 as a faculty-like institution with three female professors, the proportion of women in 2017 being 83.3% of a total of 18 professorships. Of these, 66.7% hold a W3 position.

The high proportion of women in mathematics with six female professors (32%) and in mechanical engineering and safety engineering with five female professors (20.8%) is particularly noteworthy. Despite the successes, when it comes to the W3 professorships, there is still a clear potential for expansion. We need to use the well-developed instruments even more consistently than before. In Faculties 5 and 8, the equality ratios adopted in 2018 can also promote positive development.



### Measures and instruments

A key success factor is the **local appointments strategy** for recruiting female professors. It focuses specifically on the four critical phases in the appointments process which determine whether women succeed in achieving the leap to a professorship or more specifically whether they accept the post: the application, the invitation to give a sample lecture, being placed on a list and the job interview. For this purpose, a broad portfolio of measures and instruments has been developed that work in conjunction with one another. These include binding target rates for new appointments, as wide as possible an invitation to apply for the professorship, direct contact made with female applicants, support in active recruitment through women's networks and the use of databases, gender-appropriate appointments guidelines, rules on bias, guidelines on gender-appropriate staffing of appointments committees, the provision of gender-relevant information at the beginning of the appointments procedure, the monitoring of the procedures by a female designated gender expert or local gender equality officer, the specification of gender parity among assessors, the provision of central resources for recruiting female professors in strategically important areas and a good negotiating climate, which also applies to retention negotiations. Such high quality is confirmed by the currently awarded seal of approval of the German Association of University Professors and Lecturers for fair and transparent appointments negotiations. For new recruits, there are many types of support available, which are presented at a welcome event held by the Rectorate.

In 2017, the successful gender consulting model was replaced by the legally prescribed introduction of decentralised equality officers, who are now responsible for the range of tasks. In order to maintain the quality standards set by gender consulting, a work package has been compiled specifically for the local equality officers, which contains comprehensive information on carrying out the duties of the office. Appointments officers are another target group because they are also working towards compliance with gender equality requirements in appointments procedures and examining potential biases.

In recent years, more and more W1 professorships have been instituted which are particularly interesting for women because they increase the predictability and transparency of scientific careers. The high proportion of women is an obvious sign of the effectiveness of this strategy. An equally successful recruitment strategy is applied in the field of temporary recruitment. In principle, the faculties will publicly tender all the new professorships to be filled, unless a female candidate is proposed. This increases the likelihood that qualified female scientists will come to the fore and will be given the chance to apply for a permanent professorship.

The acquisition of top female employees in research and teaching is accompanied by attractive framework conditions, including a family office, a Dual Career Service, a well-developed, family-friendly infrastructure and a wide range of HR development services.

### Prospects for development

Despite the successful recruitment of women in top positions, further action is needed to increase the proportion of women in professorships. Decentralised gender equality officers, who play a key role in the appointment procedures, make an important contribution to this. In order to be able to carry out this task even more effectively, themed workshops on professionalisation will be offered in the future and regular cross-faculty meetings will be held which will help with the exchange of experiences and the formation of networks. In the meetings between the Rectorate, the faculties and the Gender Equality Officer, there are also relief schemes which have already been granted in some cases. An appointments handbook is being prepared which contributes to the gender-appropriate design of appointments procedures. It contains all relevant gender equality rules along the procedure chain. This increases the obligation to implement gender equality more consistently than before. The equality ratios for new recruits adopted in 2018 can also promote positive development. In order to increase gender sensitivity in appointments procedures, the newly-established pool of appoint-

ments officers in the Rectorate provides a good opportunity to address gender-relevant information to a larger group and to advise them as part of the planned induction into their office. The junior professorship, which has been proven to be attractive for women, will be expanded in its overall volume and will in future only be advertised as a tenure track. The subject-related gender equality ratio thus comes into effect for the appointments. In addition, the same gender-appropriate procedural standards apply as for life-time professorships. For the exclusive networking of newly appointed professors, lunch bags will be offered in the future as part of academic staff development.

In 2014, the University of Wuppertal began to identify a possible gender pay gap in the allocation of benefits on the basis of selected indicators. The results available so far do not show any systematic bias in relation to gender. The monitoring is being continued annually.



**2.3 Career and staff development, especially for young female scientists**

In the field of young scientists, the proportion of women in the period under review from 2007 to 2017 saw a consistent increase. For completed doctorates from 21.7% to 37.6%, for scientific staff from 31 % to 41%, for postdoctoral studies from 20% to 50%. This has (over-) achieved the gender equality objectives of the higher education contract and the University development plan.

*Doctorates:* The targeted promotion of a doctoral culture at the University of Wuppertal over several years has brought about a significant increase in completed doctorates for women and men (from 83 in 2007 to 141 in 2017). This corresponds to an increase of 69.9%. Women are particularly involved in this. Their number has increased by 194.4%% over the same period. This can be regarded as a success, but still too few women decide to pursue a doctorate after their degree course. In the winter semester of 2017/18, the proportion of women enrolled in doctoral studies was 38.7%, which is almost on a par with the proportion of completed doctorates.



Since 2007, the doctoral ratio for women has been consistently below the average rates in the State as well as nationally. One possible explanation for the strong under-representation is the high proportion of teacher trainees, who make up 34.6% of all Master's students and traditionally have a low doctoral rate. A further reason for the under-representation is that in all engineering subjects and some natural sciences the proportion of female students is significantly lower than in the other subjects and thus also the initial population which is eligible for a doctorate. Both factors affect the below-average doctoral rate of women, but cannot explain it alone. For this reason, the proportion of female graduates entitled to take a doctorate and adjusted for teacher training was compared with the proportion of women in completed doctoral studies in all faculties. Due to strong fluctuations, the evaluation did not give a clear picture, but a dropout effect in varying degrees is almost always apparent. There is a particular need for action in the faculties of architecture and civil engineering, electrical engineering, information technology and media technology, as well as mechanical engineering and safety engineering. This is where tried and tested central and decentralised measures come into play which are to be further developed.

*Postdoctoral qualification:* Postdoctoral qualifications have lost in importance with the introduction of junior professorships, but women still choose them as a traditional career path for subject-related reasons. During this phase, they receive further qualification offers from the Science Career Centre.

*Scientific staff:* The HR structure for those in scientific posts (without professorships) shows the following proportions of women: 41% of the total of 1,089, 38% of which are permanent and 40% are fixed-term. The part-time ratio of women is 53%. The majority of scientific staff have fixed-term contracts (78%). On the positive side, the number of permanent mid-level faculty positions has more than doubled, from 132 (2010) to 268 (2017). The University is working to further increase the proportion of permanent posts. This project will strengthen the gender dimension by including targets and strategies for increasing the proportion of women in permanent posts by 2023 in the local equality plans. For postdoctoral positions, the proportion of women is 38% and is the same as their proportion in permanent and fixed-term posts. 33% of the junior research group leaders are women.







### Measures and instruments

The University of Wuppertal has improved the entry and promotion opportunities for young women in science at all levels of qualification and has introduced this goal in HR and organisational development. It has a very well-developed funding structure (Science Career Centre for Women, Centre for Graduate Studies, Service Centre for HR Development, Career Service) and a comprehensive portfolio of measures that are geared to the individual needs of female doctoral and postdoctoral students. Specific formats have been developed for the critical phases of the transition to reduce the dropout rate amongst women. These include STEM team coaching for female students in the final phase and gender-specific advice in the advanced doctoral stage as well as in the orientation phase as a female postdoctoral candidate (see 2.4 and 3). The specific services for targeted groups have proved to be effective, but are not yet sufficient to exploit the full potential of talented women for science. They are therefore supplemented by further profile-building measures and existing gaps are closed.

### Prospects for development

Taking into account the detailed descriptions in Chapter 3, the University of Wuppertal is pursuing the goal of further increasing the proportion of female scientists in the area of doctoral and postdoctoral studies over the next five years and of providing them with even more targeted support on their way to the professorship. It is therefore participating in the Nacaps longitudinal study (National Academics Panel Study), which surveys doctoral candidates and graduates about their personal background, qualification conditions and career intentions and paths. The gender-specific collection of data offers the opportunity to optimise the promotion of young talent, especially for women, on the basis of evidence. Based on extensive evaluations of the proportion of women in doctoral studies, the University management and the gender equality officers have conducted discussions with the faculty leaders. The results have been incorporated into the update of the gender equality plans. They identify strategies to motivate and promote suitable graduates for a doctorate. In addition, the increase in the ratio of female doctoral students is a focal point in the upcoming planning meetings and the closed-door meeting. Women benefit from formalised and structured care services. The aim is therefore to establish more broadly-based care agreements for doctoral students than has been the case up to now. A good example is provided by the Institute for Educational Research, where several members of the care

staff with different specialist areas accompany the doctoral process. This avoids the personal dependence on one carer and monitors the progress of the doctorate more closely. The successful mentoring collaboration with the Heinrich Heine University is to be supplemented by a participation in the "mentoring<sup>3</sup>" project of the Ruhr Valley Alliance, in order to be able to offer young female scientists this format in the future for the engineering sciences. In order to retain talented women in science, the intensity of counselling during the critical passages in the qualification process is being increased. The University is also focusing on the positive effect of female role models. To this end, it will publish an alumni portrait series of female successes in science careers. A new programme with the focus on "Excellent leadership in science" will be launched for female post-doctoral students.

### 2.4 The acquisition of female students for subjects in which women are under-represented

The monitoring of the number of female students in engineering and natural sciences enables us to gain meaningful insights into the development of the proportion of women in selected courses of study. With the exception of three<sup>4</sup> of the fourteen STEM subjects, it was possible to use national and State data for comparison. While the proportion of female students in all courses of study is above the NRW average, only three<sup>5</sup> of the STEM subjects have female ratios just below the national average. In almost all STEM courses, the proportion of women has continuously increased over the last eleven years. In mathematics, it is still above 50%. With one exception, the gender quality objectives of the higher education contract and the higher education development plan have been achieved.

The high proportion of female students in the newly introduced Bachelor of Applied Science degree programme in Computer Science is particularly pleasing, at 32.7%. A broad-based advertising campaign was used beforehand to explicitly recruit women. In addition, the very good results in the rankings<sup>6</sup> confirm that the natural and engineering sciences offer excellent study conditions for both genders.

<sup>4</sup> Computer Simulation Science, Safety Technology, Business Mathematics

<sup>5</sup> Printing and Media Technology (-3.5%), Food Chemistry (-3.5%), Mechanical Engineering (-0.5%)

<sup>6</sup> CHE University Ranking in 2019, 2016 and 2015



**FIGURE\_03 | QUALIFICATION LEVELS AT THE UNIVERSITY OF WUPPERTAL IN 2007 AND 2017, COMPARED NATIONALLY AND ACROSS THE STATE OF NRW (FEMALE PROPORTION IN %)**

Subjects of study	Female ratio WS 06/07	Female ratio WS 17/18	Compared to the NRW average	Compared to the national average
Civil Engineering	25.6 %	31.1 %	+ 1.6 %	+ 1.9 %
Biology	62.5 %	64.1 %	+ 2.3 %	+ 0.8 %
Chemistry	44.6 %	49.5 %	+ 8.2 %	+ 8.6 %
Computer Simulation Science	14.3 %	26.2 %		
Printing and Media Technology	32.1 %	39 %	+ 8.3 %	- 3.5 %
Electrical Engineering	5.6 %	16.1 %	+ 3.5 %	+ 3.1 %
Computer Science	32.1 %	29.4 %	+ 7.9 %	+ 11 %
Information Technology	12.9 %	26.5 %	+ 6.7 %	+ 10.8 %
Food Chemistry	62.9 %	66.9 %	+ 3.2 %	+ 3.5 %
Mechanical Engineering	10.1 %	11.3 %	+ 0.3 %	- 0.5 %
Mathematics	68.2 %	51.2 %	+ 7.9 %	+ 3.5 %
Physics	26.9 %	42.4 %	+ 5.1 %	+ 13.8 %
Safety Technology	10.9 %	20.2 %		
Business Mathematics	44.0 %	50.4 %		

The University of Wuppertal has established many attractive offers in the field of STEM subjects in order to attract young women to study and to support them. These form the basis for membership of the National Pact for Women in STEM Professions. At the **Summer Uni for Girls in Technology and Science**, which has been successfully held since 1998, female students receive a week-long in-depth insight into a wide range of subjects, as well as practical contacts with companies<sup>7</sup>. In total, almost 4,000 young women have participated in more than 1,800 events. They are monitored by qualified tutors, who also form a central pool of female mentors. The female students participate in school visits as part of **Junior Mentoring** and promote STEM subjects as role models. In addition, they accompany the female students when they begin their studies. The **“Gender and STEM” mentoring programme** is offered to female students of mechanical engineering and civil engineering; it includes training courses and workshops on communication strategies and conflict management, as well as professional coaching on positioning in masculine subject areas. The traineeship offer **“Research as a Vocational Objective”** gives students a one-week work experience phase, preferably in STEM subjects. The University participates in the nationwide **Girls’ Day** with a diverse programme. In order to facilitate the transition from a Master’s degree to a PhD, **Team Coaching for Women in STEM Subjects** has been developed. By setting up a co-ordination centre, the existing women-specific services are bundled and integrated into a topic-related network with internal cooperation partners.

<sup>7</sup> Lanxess, Bayer Healthcare, Ford, City of Wuppertal, Technology Centre W-tec, Bergisch Regional Association of German Engineers, Coroplast, Witte Automotive, Delphi, Vorwerk and Knipex

The **“zdi-Zentrum”** (Future Through Innovation), **“Bergisches Schul-Technikum”** (technical school project for the Bergisches Land Region, or BeST), located at the University of Wuppertal, enables students to find out more about occupations and degree courses in the field of STEM experimentally. The percentage of women in the voluntary certificate courses is 40%. The **“Girl Power - Technology and Talent”** girls’ conference, which is also regularly organised by BeST, motivates female students to choose a course of study with a technical or scientific orientation.

The **Students’ Central Advisory Service (ZSB)** pursues a gender-sensitive approach to counselling in the field of study and career orientation. For this purpose, regular training courses are held and information is provided. The **Career Service** monitors the initial stage of study and is dedicated to career development. Especially in the field of individual counselling, it is possible to make gender roles and values transparent and to reflect on gender-specific behaviour and target prospects. The **“Career Talk”** series of workshops is aimed at students and alumni who also want to deal with their own professional prospects in terms of reconciling family life and career. In addition, numerous structural measures aim to reconcile study and family life.

The University of Wuppertal has fundamentally reformed the **initial stage of study** and created the best conditions for a successful start to studies. The introduction of small groups, workshops and practical forums as well as special mentoring will facilitate the transition from school to academic learning. An integral part of the package of measures is a qualification programme for the teachers and tutors involved in order to raise their awareness of diversity. **Talent scouting** supports young people with no academic background in schools and accompanies them intensively when they begin their studies. The ZSB offers an integrated chain of advice for those who have doubts about their studies, and helps them gain an apprenticeship placement in the event of them abandoning their studies.

**Prospects for development**

With a large number of programmes, measures and projects, it has been possible to achieve a positive development in the proportion of female students and to further increase the number of qualified female STEM graduates. Over the next five years, the University of Wuppertal will continue to focus on increasing the number of female students in the courses in which they are still under-represented. In order to achieve this, it is relying on tried and tested instruments.





### 3. STAFF DEVELOPMENT AND RECRUITMENT INCLUDING EMPLOYMENT LAW AND STAFF MANAGEMENT MEASURES

Staff development and recruitment are conceived as a **strategic area for action** for which, in the academic field, a Vice-Rector for Research, Third-Party Funding and Graduate Funding is responsible. Due to its high importance, the job of gender and diversity-orientated staff development<sup>8</sup>, which was established in 2011, was removed from the Centre for Continuing Education and directly assigned to the Rectorate as a staff position and made permanent. In 2017, a **Vision for Staff Development** was adopted, which treats gender equality and diversity as interdisciplinary issues which are anchored in the programme for all target groups and play a decisive role in the selection of external trainers, formats and issues. The University's equality plans are an integral part of the staff development system. By participating in the National/State Programme for the Promotion of Young Scientists, the University of Wuppertal has further sharpened its Vision for Staff Development and restructured its career paths in the postdoctoral phase.

#### 3.1 Gender equality-orientated career and HR structures in academic careers

*Structured services available:* Through its participation in three collaborative research areas, two research groups and two graduate colleges as well as a Graduate School of Education, the University of Wuppertal offers a **structured range of support services** for doctoral and postdoctoral students. Good research and career conditions with international networking opportunities are thus provided. Early autonomy in the doctoral phase is promoted through support agreements and the achievement of the qualification target is supported. The Centre for Graduate Studies forms the organisational umbrella structure for structured support for young researchers, including a support concept for around 100 foreign doctoral students and interdisciplinary doctoral student conferences. The services available demonstrably serve to promote women.

*Increased planning security:* In 2015, the University signed the agreement on good employment conditions for University staff. This means that the **duration of fixed-term contracts is adapted to the respective qualification target** in order to create reliable qualification periods during the career stages and to enable better family planning. They are regulated by a service agreement. In addition, the University has undertaken to grant the legally optional **extension years** during the qualification stages in the event of the birth or adoption of children. Limiting the length of fixed-term contracts for scien-

tific employees to budget items and certain third-party funded positions is always dealt with on the basis of the reason for limitation (§2 para. 1 of the German Academic Fixed-Term Contract Act), which enables an extension of contractual relationships in the case of parental leave. In addition, a **central risk fund** has been set up in order to be able to continue to finance **third-party funded employees** whose contract has expired due to parental leave or a care period. A **family component** has been incorporated into the University's internal **funding for postgraduates**. Scholarship holders with children receive a monthly family allowance, and the awarding of final scholarships takes into account family-related delays to the preparation of the dissertation. In addition, the Faculty of Humanities and Cultural Sciences has set up an **equality fund** that enables female scientists to achieve their desired qualification target when a temporary employment contract expires.

*Restructuring of career paths:* The postdoctoral phase will in future be designed in such a way that career paths become more predictable and transparent, so that an early decision can be made as to whether to remain in science on a permanent basis. This **structural agenda-setting measure** is particularly attractive for women, who are supported by orientating guidance in their decision-making and career planning. The career paths are designed in such a way that they are based on the assumption of a professorship with life tenure or permanent employment (e.g. project management)<sup>9</sup>. For this purpose, guidelines for mapping out the career paths of scientists was adopted in the postdoctoral phase in the Senate. This provides the following elements for orientation and support: Target agreements or development ideas, mentoring, annual appraisals, interim evaluation or development meetings. For tenure track professorships, a University-wide tenure board will be set up to decide on the tenure evaluation. In addition, opportunities for alternative career paths outside the University are systematically addressed and the associated change of perspective is promoted if necessary.

<sup>8</sup> Start-up financing through PP II

<sup>9</sup> Junior professorship with and without Tenure Track, junior group management with and without Tenure Track, graduate science employment



*Family-friendly working hours models and work organisation:* In the scientific field, individual agreement on **variable working hours** and a **flexibilisation of the workplace** are common practice. In order to bring about a higher level of commitment for staff, the service agreement for teleworking in administration, which is still being worked on, is also to be transferred to the scientific sector. The HR Department strives fundamentally to take individual requirements into account in the organisation of working hours and to find goal-orientated solutions. Models of family-friendly meeting times have been developed in individual faculties. In the future, aspects of family-friendly work design will be an integral part of the planning meetings.

#### 3.2 Recruitment process for attracting female scientists

The successful recruitment of excellent female scientists is an important concern for the University of Wuppertal, helping to select the best candidates and increasing of the proportion of women at all qualification levels. In the area of professorships, appointment management has already been established that covers the entire process from the recruitment to the retention of the women professors (see 2.2). On the other hand, the recruitment of young female scientists is not yet regulated and structured in such a comprehensive way. The decentralised equality plans contain binding target rates for increasing the proportion of women at the individual qualification levels. Faculties are supported in using relevant databases and are encouraged to activate their own networks in order to appeal to suitable candidates. This applies in particular to subjects in which the community is optimally networked with each other, such as in mathematics, for example.



The requirement of consistent advertising practice helps to counteract informal recruitment practices and to increase the pool of qualified female applicants. Selection boards are particularly well suited to make a staffing decision for the purposes of selecting the best candidates and promoting women. The local gender equality officers are involved in the recruitment procedures of scientific staff, which reinforces the gender equality perspective. However, due to the high number of procedures, they can only participate selectively. In order to fulfil this part across the board, the central Gender Equality Officer will work together with the HR Department to develop a guideline for gender-appropriate selection procedures below professorships. The proactive approach of female candidates will play an even greater role in the future with the recruitment of further research projects as well as an attractive image in the context of job advertisements.



**3.3 Gender equality-orientated staff development**

*Structural integration:* The University of Wuppertal began to implement a **gender-sensitive HR strategy** years ago, which includes extensive staff development measures, especially for scientific staff. This involves a large number of institutions organised in the Working Group on Continuing Education<sup>10</sup>. In addition, faculties and interdisciplinary centres stage their own events. With the establishment of the “Academic Staff Development” service centre, the available services were bundled together and further target groups were developed. The newly established Staff Development Advisory Board comprises all providers involved in staff development, as well as users. It has the function of ensuring that requirements are orientated throughout the University, assessing the effectiveness of the available services and continuing the staff development concept on this basis. The gender aspect is taken into account throughout.

*Staff development services available:* The staff development services are aimed at scientists in all phases of qualification and tenure, with a focus on the skills development of women. The meanwhile established **Science Career Centre for Women**<sup>11</sup> offers a special career programme for female high potentials on their path towards professorship and research. Coaching, supervision, consulting and networking are central formats. In addition to workshops on the work-life balance, appointment training courses are available on request. Female professors can take advantage of individual coaching which serves to clarify individual roles and position them in management functions. The programme is supplemented by special consulting and coaching offers for female scientists in DFG-funded collaborative research. Every year, more than 80 women take advantage of the support. On the basis of a **collaboration agreement** concluded in 2016 with the equal opportunities representative of the Heinrich Heine University in Düsseldorf, there is an opportunity for young female Wuppertal researchers to apply for admission to the multi-level **SelmaMeyerMentoring Programme** at the neighbouring university. To date, 22 women have successfully participated in the various programme lines, which also prepare them for taking on management functions.

The **Centre for Graduate Studies (ZGS)** focuses on the staff development of doctoral students and pursues an approach for the advancement of women. The poster exhibition “We are STEM” was developed together with the Equal Opportunities Office. This gives young female scientists the opportunity to present their research results to a broad audience. At the same time, incentives are created for female students to consider a scientific career after their studies. In the future, the poster exhibition “We are STEM” will be transformed into an even more far-reaching, more modern format. A larger Poetry Slam event is being planned for this. The fact that the ZGS networking offers strong support to young female scientists is evident from the high proportion of women of more than 60% among the participants in workshops, coaching sessions and training courses and the acquisition of key qualifica-

<sup>10</sup> Centre for Graduate Studies, Career Service, Centre for Continuing Education, Gender Equality Officer, Staff Development, Academic International Office, Language and Teaching Institute, Centre for Information and Media Technology, Library and others.

<sup>11</sup> The Science Career Centre was included in the Good Practice catalogue for the EU project “Gender Debate in the European Research Area”, as one of 14 selected national measures.

tions. Peer-to-peer coaching supports the doctoral process and the development of an individual skills profile for career planning. In this context, female postdoctoral researchers take on a mentoring function for female doctoral candidates. Through gender-sensitive counselling of would-be doctoral candidates and discussions about prospects with women in the final phase of their doctorate, the transitions in the qualification process are moderated in a targeted manner.

Within the framework of **general staff development**, comprehensive training and qualification possibilities are available for tutors, scientific and artistic employees, as well as professors. In addition to various certificate programmes (among others university didactics, science management, digitisation, consulting activities), individual coaching in the fields of research, teaching and leadership is available, which is also expanded from a gender perspective in the context of the Tenure Track programme. For Tenure Track professorships, the University has developed a **life cycle model** that supports the achievement of a successful tenure evaluation through mandatory formats of orientation (annual appraisals), voluntary offers of consulting (mentoring with experienced professors) and qualification within the framework of academic staff development.

*Research-orientated advice and support:* In order to promote the participation of women in national and international funding procedures, the University operates an internal information policy through e-mail distribution and targeted contact with potential women scientists. The Department for Research Funding and Third-Party Funding Management offers female academics advice on relevant funding programmes as well as concrete assistance with the application and submission process. The establishment of a **central research promotion fund** will allow start-up funding for excellent research applications, with almost 40% of the applicants being women. With a **DFG mentoring programme**, the University wants to introduce young and less specialised researchers to the application process. The mentees are monitored by mentors from different subjects, half of them being women. There is also a programme to support EU research applications, which will in future be supplemented by a consultation module on gender equality and diversity. A comprehensive **database of researchers** was developed in 2017 as part of a new transfer strategy. It supports cross-faculty cooperation and the targeted initiation of collaboration with other institutions and with industry. This database also increases the visibility of female scientists, who make up almost half of the registered profiles (300).

*Monetary support:* Through the provision of a special fund for the promotion of doctoral studies in STEM subjects, three women receive a scholarship every year. In addition, the university provides graduate funding from its own resources, of which almost 70% of women partake. Their share of scholarships and financial aid granted within the STIBET doctoral programme is equally high. The funding rate for conference and lecture tours is 75%.

### **3.4 Gender equality-orientated management development**

Within the framework of the academic staff development strategy launched in 2017, the University of Wuppertal has made management development an autonomous area for action and thereby integrated gender and diversity aspects throughout. Professors will be in a stronger position to exercise their growing responsibility for leading and promoting young scientists. Management issues are also addressed to junior professorships and junior group management as well as permanent non-professorial teaching staff with managerial responsibility. In future, a module on family-friendly management will be added. The Welcome Day will be used to present the various coaching, consulting and training activities to new recruits. In job advertisements, attention is drawn to the fact that the implementation of the equality directive is a particular responsibility for those in managerial positions. Candidates are invited to present their ideas with regard to management responsibility and the promotion of women in the context of sample lectures or job interviews.

### **3.5 Gender expertise and gender sensitivity**

The workshops for the development of gender and diversity expertise for (future) managers, teachers and quality officers are an important component of internal CPD training. They are bundled together in the “Managing Gender & Diversity” certificate course, which takes place in collaboration with the Technical University of Dortmund. In addition, it is planned to anchor the topic as an individual module in the CPD training programme and to expand the target audience (e.g. appointments officers). Teacher training and CPD specifically promotes the sensitisation of teachers towards gender-appropriate didactics within the scope of their courses. To raise the awareness of University members about equal opportunities for women and men, the Gender Equality Officer issues an annual equality magazine.

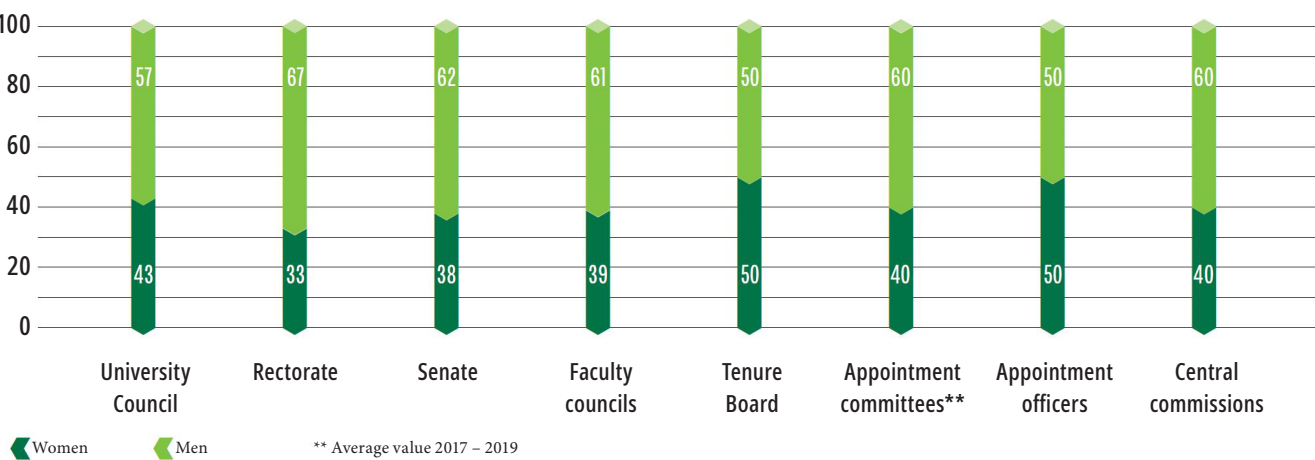


4. GENDER EQUALITY-RELATED CROSS-CURRICULAR ISSUES

4.1 Women in academic self-administration

The implemented regulations, instruments and the targeted reaching out to female scientists has not only resulted in a positive change in the composition of committees in the sense of greater equality and diversity, but also an increased degree of autonomy in complying with the requirements of State legislation and the framework plan of the University of Wuppertal. The proportion of women in the committees increased in the comparable period between 2012 and 2018, in some cases significantly: In the University Council from 33% to 43%, in the Senate from 36% to 38%, in the Rectorate from 20% to 33% (vice-rectorates: 50%), in the faculty councils from 30% to 39% and in the Central Commissions from 38% to 40%. The appointment officers in the Rectorate Pool have succeeded in achieving a ratio of female professors of 50%. These are supported by an induction into the performance of their roles. The average number of women on appointment committees between 2017 and 2019 was 40%. By contrast, the proportion of female heads of faculty remained unchanged at 11%. In future, more attention must be paid to gender equality in this area.

FIGURE\_04 | GENDER DISTRIBUTION IN COMMITTEES AND BODIES IN 2018 (IN %)



The faculties have created different relief schemes for female scientists who perform a disproportionate number of academic self-administration tasks. These include reducing the teaching load for female professors, providing additional resources, coaching and networking and measures to improve the compatibility of science and family life. It was decided to include a workshop in the internal CPD training programme on the introduction to committee work and to present a portfolio of relief options at the annual Welcome Event for new recruits. In addition, it is predicted that there will be a significant increase in the proportion of women present on committees in the foreseeable future.

4.2 Balance between study, work and family life

Good conditions for reconciling family, study and work make a significant contribution to the attractiveness of the location. The expansion of family-friendly policies has therefore been a focus of the University's gender equality policy in recent years, and is specifically directed at both sexes. The University of Wuppertal is a member of the Local Alliance for Families and the University Network Family NRW. The signing of the "Families in Higher Education" Best Practice Club Charter is currently being prepared, with which the University wishes to further anchor family orientation as part of its profile and undertakes to continue its high level of commitment in this area.

*Advice, information and support:* With the establishment of the **Family Office**, since made permanent, a central point of contact for students and employees with children and dependants in need of care has been created, which maintains a comprehensive range of mediation and counselling services and coordinates the measures in the individual areas. For this purpose, a family portal was also implemented, which provides information about important changes in the law, such as the inclusion of female students in the Maternity Protection Act. A database with comprehensive information on the care of dependants is being set up. Around 120 consultation meetings are held every year. Return-to-work discussions for women returnees take place in cooperation with the HR

Department, during which the focus is on finding individual solutions. The regularly provided parent and child meetings have become established as an exchange and networking platform.

The contact point "**Studying and Researching with Children**" advises and supports women in the natural sciences on the issue of the compatibility of experiments and pregnancy and the breast-feeding period. Solutions have been developed to make it possible to continue with lab work, for example with the help of organisational or monetary compensation. The aim is to enable all parties concerned to profit from such benefits by means of general regulations. The ZGS has set up a support programme for doctoral and postdoctoral students with children, which enables the financing of childcare. Through coaching sessions and workshops, scientists with children are supported in their career planning. The "**Healthy Uni**" service centre offers a holistic programme for movement and health management for members of the University and their families.

The **Dual Career Service** is part of an active staff management system and advises the partners of new recruits in their search for an appropriate position or maybe for opportunities to connect with their previous career.





*Childcare:* A central component of the reconciliation of science and parenthood is a needs-based, high-quality childcare service. On the main campus, University members have access to two **childcare facilities** for children aged from four months to six years, with around 50 places available. Both institutions receive an annual operating grant from University funds. As part of a collaboration, further institutions (83 childcare places) with flexible opening times can be used by University employees whose children are between two and six years old. However, the undiminished need for childcare remains a challenge, especially for those under two years of age. Together with the University Social Services Office, the University of Wuppertal has therefore decided to build an extension for two further groups, with at least 40 places. The aim is also to make opening hours more flexible, which would meet the needs of parents in the field of science. At present, the purchase of at least three places offered by external providers is being investigated.

The **Babysitter Exchange** is a free service provided by the Family Office which facilitates the search for supplementary childcare by arranging one-off (e.g. in emergencies) or regular childcare. Individual research institutions organise childcare during workshops and colloquia and provide financial support for professional childcare. Every year, more than 100 children of students and employees aged between six and twelve take part in the award-winning **children's leisure activities during school holidays**. Part of the successful concept are the sport-orientated and adventure-based learning activities, as well as a high flexibility of the reliable care times. An important innovation in the area of inclusion and compatibility is the possibility of enabling children with disabilities to participate on a case-by-case basis. It is planned to extend the children's leisure activities over the entire school holiday period (previously five weeks) and to set up a further care group for children under the age of six.

*Infrastructure:* Since 2017, there have been **mobile nurseries** at all locations for short-term childcare (e.g. at the workplace, at conferences and during training courses). In the library, a **parent-and-child learning room** is available, with four workstations and play facilities. The forthcoming creation of new student work places will also take into account a family-friendly infrastructure. All locations are equipped with several nursing, baby changing and quiet rooms, and one room on the main campus can accommodate parents with children. Family-friendliness is supported by extended opening hours of the central facilities and special self-study facilities for mobile learning.

#### 4.3 Gender in research and teaching

Women's and gender research has been expanded quantitatively and qualitatively, in particular through the appoint-

ment of numerous female professors with gender-specific research approaches. Issues such as gender roles, gender and diversity are therefore firmly anchored in the academic life of various faculties. A particular success has been the establishment of a **professorship for gender and diversity** in the educational sciences, for which the University has succeeded in making the start-up financing of the post made permanent from PP I equality funds. It has the function of an anchor professorship and serves to build up theoretical and didactic concepts for implementing gender and diversity perspectives in teaching, research, study and CPD training. **Another gender-orientated professorship (W1)** has been established in the Interdisciplinary Centre for Historical Science and Technology Research (IZWT). In order to strengthen the gender research profile even more significantly, it was decided to establish a W2 professorship for the History of Mathematics and its teaching, with particular attention paid to the gender aspect. The University awards an equality prize for outstanding achievements in the field of women's and gender research, thereby underlining its importance for the diversity of research and the quality of research results.

#### 4.4 Internationalisation and gender equality

Internationalisation is just as important a cross-curricular responsibility at the University of Wuppertal as gender equality. Valuable synergies have been created through the establishment of both areas in a vice rectorate. One example of this is the very successful and active **partnership with the Ochanomizu Women's University** in Tokyo, which has been in existence for more than ten years and which is largely characterised by numerous gender-relevant collaboration and research activities of the Equal Opportunities Office. This includes guest lectures, joint workshops and a science-orientated exchange on different issues concerning equality and reconciliation. In addition to several international doctoral collaborations, more than 90 Japanese exchange students have studied STEM subjects at the University of Wuppertal since 2008. In addition, students from all disciplines are given the opportunity to take part in the Gender Course of the Partner University's **Summer Programme**, which has already sensitised many young women and men to the issue in recent years. In the future, the interface between gender equality and internationalisation is to be further expanded in the form of a **globalised strategy**. The University can build here on the excellent experiences it gained by participating in the EU research project "GenderTime - Transferring Implementing Monitoring Equality" (2013 to 2016). The aim was to identify and implement successful concepts of equality and compatibility from a comparative perspective of countries and organisations. Seven institutions from seven European countries took part. Initial discussions to implement an international network have already taken place with other Japanese universities and with the **Women and Public Policy Centre** at

Harvard University in Boston. In preparation is the contact with the Ewha Woman's University in Seoul, the Universities of Bern and Vienna and the Universidad Nacional de Colombia in Bogotá.

#### 4.5 Elimination of sexual discrimination

The University would like to make it possible for both sexes to study and work in a non-discriminatory environment. A large number of measures and structures have been developed at various levels in order to effectively implement the goal. A Senate Declaration of Principle against Sexual Harassment has existed since 1994; it is currently being revised. Various counselling centres are available as points of contact for those affected. An escort service and the installation of alarm systems will increase safety in buildings. Last year, a **risk and emergency management system** was installed and a working group was set up to review critical processes on campus and to develop preventative measures. This included a campus-wide survey of University members on safety at the University. The results confirm that only a small amount of discrimination is observed and reported. A directive on protection against sexual discrimination is in preparation, together with a stronger anchoring of the issue in the training programme for all University members. The University has established guiding principles for the implementation of gender-appropriate language.



Ten years of ITP between the University of Wuppertal and Ochanomizu Women's University in Tokyo, Japan. Over the past ten years, 84 female students have already taken part in the programme.

OUTLOOK

The extensive and coordinated measures of the gender equality concept have developed a dynamic through participation in the Programme for Women Professors I and II, the positive effect of which can be seen in the figures: The proportion of women has increased at all career levels. The University of Wuppertal considers this to be a particular success and a very good basis for the further development of its gender profile through the Vision for the Future. The perspectives formulated in it are based on the core objectives of continuing to increase the ratio of women in top scientific positions, attracting more young female researchers and supporting them on their career path in the best possible way. Gender equality remains one of the most important strategic goals that shape the self-image of the University of Wuppertal. The Rectorate expressly accepts responsibility for this and has declared gender equality to be a central area for action for the creation of the University Development Plan 2021 - 2025.

FIGURE\_05 | FUTURE PROSPECTS FOR EQUALITY AT THE UNIVERSITY OF WUPPERTAL

Development of structures which promote gender equality
Addressing gender equality-related priority issues in the annual executive-level closed-door meetings
Gender equality plans: Interim evaluation after two years by the Gender Equality Commission
Synchronisation of the interim evaluation of the gender equality plans to coincide with the planning meetings
Creation of an internal University gender data portal
Diversity audit to evaluate the issues of family friendliness and support for women
Transfer of the Teleworking Service Agreement in Administration to the scientific field
Integration of an advisory module on the issue of gender equality and diversity into the programme for the promotion of EU research applications
Publication of the advertised gender equality measures in the context of the award of the gender equality prize
Stronger anchoring/professionalisation of gender equality at the decentralised level
From 2020 onwards, information on the strategic allocation of the faculties' equality funds within the framework of the planning meetings
Increased networking and the establishment of an exchange of experience between quality officers and the local equality officers
Professionalisation of local equality officers through themed workshops and cross-faculty network meetings
University-wide relief schemes for local equality officers
Publication of an appointment handbook for the gender-appropriate design of appointment procedures

Gender equality-orientated promotion of young talent
Participation in the “mentoring³” project for the promotion of young female scientists from the engineering sciences
Increase in the intensity of advice at the critical passages in the qualification process
Publication of an alumni portrait series of female successes in science careers
Post-doctoral programme for women “Excellent leadership in science”
Preparation of a guide for the gender-appropriate design of selection procedures below professorships
Poetry Slam event “We are STEM” to increase the visibility of young female scientists
Lunch Bags within the framework of academic staff development for the exclusive networking of newly appointed female professors
Increasing the attractiveness of committee work for women
Workshop for the introduction to committee work in the internal CPD training programme
Presentation of available relief schemes in connection with committee activities at the annual Welcome Event for new recruits
Internationalisation of gender equality work
Development of an international gender-appropriate network with selected universities
Expansion of family-friendliness
Signing of the “Families in Higher Education” Best Practice Club Charter and joining the Alliance
Aspects of family-friendly work design as an integral part of planning meetings
Extension of the University nursery school for two further groups with at least 40 places and more flexible opening hours
Purchase of at least three places from external providers
Expansion of children's leisure activities during school holidays
Protection against sexual discrimination
Policy on protection against sexual discrimination
Training courses for all University members to prevent sexual discrimination
Gender expertise and sensitivity
Inclusion of a module in the CPD training programme for all employees

LEGAL NOTICE

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