

DARMSTADT UNIVERSITY OF APPLIED SCIENCES

EQUAL OPPORTUNITY CONCEPT

AS PART OF THE WOMEN IN PROFESSORSHIPS PROGRAM
FUNDED BY THE GERMAN NATIONAL AND STATE GOVERNMENTS TO
PROMOTE EQUALITY BETWEEN WOMEN AND MEN IN SCIENCE AND RESEARCH

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"The exclusion of women from science is a symptom of weakness and inefficiency
in the very structure of the European research system ...
What benefits women in science thus also benefits research and
society as a whole."

Philippe Busquin, 2001
European Commissioner of Research

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1 THE DARMSTADT UNIVERSITY OF APPLIED SCIENCES

The Darmstadt University of Applied Sciences (also: h_da or the University) is one of the largest universities for applied sciences in Germany. Over 50 degree programs including bachelor's, master's (including a research-oriented master's by research degree), and traditional diploma programs, many with concentrations chosen by the students themselves, offer top career prospects for over 13,000 students. The range of degree programs spans from engineering sciences and IT, social work, social sciences and economics to architecture, media and design. Additional course offerings on topics from the fields of society, culture, languages and other soft skills round out the subject-specific degree programs. For students already in the work force, the University offers continuing education and distance learning programs leading to certificates or bachelor's and master's degrees, including Germany's first distance learning program in electrical engineering. In partnership with the prestigious Conservatoire National des Arts et Métiers (CNAM) in Paris, the IT Department also offers continuing education degree programs for students already in the work force. Programs in social work round out the range of qualifications offered.

The Darmstadt University of Applied Sciences offers its graduates advisement and job placement services to guide them on their career paths. Job fairs, our JobPortal, degree programs including intensive internship modules, and a trainee program as a complement to degree programs bring future members of the work force into contact with potential employers even during their studies. Entrepreneurs also find ideal starting conditions at the University's Career Center.

In addition, the Darmstadt University of Applied Sciences boasts a Ph.D. program in collaboration with prestigious European universities. In 2012, the University was the first university of applied sciences in the state of Hesse and one of the first in Germany to set up an inter-university graduate program to provide support for those preparing for their Ph.D.

Applied research and development at the University complement the excellence in teaching and strengthen the region's companies and economy. In technology and knowledge transfer and collaborative research projects, the University works closely with scientific institutes, numerous regional companies, and local governments. A research and development center, ten institutes and research teams, some of which are interdisciplinary, and a center for research and knowledge transfer provide support to the scientists at the Darmstadt University of Applied Sciences. A joint research campus is currently being set up in nearby Rüsselsheim, where the University will pursue research along with the Frankfurt and RheinMain universities of applied sciences on the topic of individualized sustainable mobility. In 2009, the University also joined with five other leading engineering universities of applied sciences in Germany to found the University Alliance for Applied Sciences (HAWtech) with the aim of creating a closer network and improved collaboration in teaching, research, technology transfer, continuing education, and university administration.

The degree programs and research at the Darmstadt University of Applied Sciences have become increasingly international in recent years. Eighteen percent of our students have citizenship in another country and this has a strong influence on the University's culture. Along with a broad-based foreign language program, the University offers five degree programs in English, including electrical engineering, an MBA program, two degree programs in media in collaboration with an Irish university, and the Joint International Master's degree (JIM) in computer science which the University runs along with universities in the United States and Australia.

With this equal opportunity concept, the Darmstadt University of Applied Sciences is pursuing its goal of contributing to a greater awareness of gender-related topics in teaching, research, and administration, and creating actual equality for women and men at all levels. This equal opportunity concept was unanimously adopted by the Senate in its session of January 21, 2014 as part of the University's participation in the Women in Professorships Program II (Appendix 1).

2 CURRENT STATUS AND SITUATIONAL ANALYSIS

2.1 Organizational anchoring of equal opportunity at the Darmstadt University of Applied Sciences

The Darmstadt University of Applied Sciences is committed to implementing the statutory provisions of the Equal Rights Act of the State of Hesse (HGIG), the Universities Act of the State of Hesse (HHG), and the General Equal Rights Act (AGG). To this end, the aspects of gender and equal opportunity – including between the genders – have been incorporated into all its foundational documents. In its *Guiding Principles*, the University explicitly commits itself to providing equal opportunity: *"We actively promote equal opportunity and thus provide equal access to qualifications and careers, regardless of a person's gender, social status, age, disabilities, nationality, or religion."*¹

Equal opportunity policy goals are an established part of developmental planning at the University, as agreed upon between the Darmstadt University of Applied Sciences and the Ministry of Science and Art of the State of Hesse (HMWK): *"The Darmstadt University of Applied Sciences is committed to the gender principle and to including gender as a category throughout its evaluation and quality assurance procedures."*²

For this reason, the *Office of Diversity Management* is overseen directly by the president, who conducts monthly interviews with the women's representatives regarding all matters affecting equal opportunity, and monitors the ongoing development of the plan for the promotion of women.

In 2010, the University introduced an *Integrated Management System* (IMS) which unifies quality assurance, safety and environmental management, and additional administrative tasks such as equal opportunity and gender justice in one system. In 2012, the management system was certified in accordance with the requirements for quality management systems stipulated in DIN EN ISO 9001:2008. The foundational documents of the University are displayed on the homepage of this management software so that they are easily accessible. The University's plan for the promotion of women is included among the foundational documents on the IMS homepage, so that it can be viewed by all members of the University community. These measures serve to incorporate *gender-related aspects into the quality policies* at the University. Specific goals towards implementing these policies are detailed in agreements between the departments and the President's Office. Here as well, questions of gender are explicitly addressed and these specifically formulated policy goals are also accessible to the entire University community on the IMS. In-house and external quality audits in accordance with DIN EN ISO 9001:2008 monitor progress towards achievement of these goals.

The specific inclusion of gender-related aspects in the University's everyday operations is based on a clear description of responsibilities and on transparently illustrated procedures:

¹ Excerpt from the Guiding Principles of the University (see Appendix 2)

² Excerpt from the agreement between the Darmstadt University of Applied Sciences and the Ministry of Science and Art of the State of Hesse (see Appendix 3)

The allocation of responsibility for questions of equal opportunity and gender justice is clearly stated in the IMS and the contact data of the people in question is freely available.

The University's two women's representatives are included in the hiring and recruitment procedures as described in the IMS. This ensures that the defined procedures are known throughout the University. The documents of specifications which are to be filled out as part of hiring and recruitment procedures (e.g. applications for funding) require that gender-related aspects be taken into account. In the next step, all procedures described are monitored to determine where early involvement by employees offering guidance, most particularly the women's representatives, might lead to even greater significance being placed on gender-related factors. In future, links to relevant databases will be directly integrated into the procedural steps in question.

Currently, there are plans to set up an entire area within the IMS to provide an overview of all existing advisement and guidance options at the University, where advisement offerings on gender-related topics for students, teachers, and employees will have an especially prominent place.

The University especially values *gender competence among its teaching staff*, so that this topic can be incorporated into teaching and research. In all public announcements of vacant positions at the University, this is communicated by the sentence "Gender competence is an advantage." Thus gender competence is a criterium which is advantageous to both female and male applicants where equal suitability exists, and which is taken into consideration during hiring procedures. Since summer 2013, several departments have begun listing gender competence as a requirement for professorships for which candidates are being sought, thus ensuring that newly hired professors will be gender-competent and further incorporating gender-related aspects into teaching and research.

In addition, the University has conducted a one-year *gender analysis* (see Appendix 4) and drawn up *recommended actions for greater gender justice* (see Appendix 5), which were unanimously approved by the Senate and have already been partly implemented.

2.2 Accomplished milestones and ongoing equal-opportunity policy goals

2.2.1 Promotion of women as an institutional principle / women's representatives

Two *women's representatives* share a position at the Darmstadt University of Applied Sciences from which they advise all bodies, particularly the President's Office and the Senate, in achieving equality between women and men and correcting existing disadvantages. They participate in appointment and hiring procedures and initiate programs for the promotion of women. The quality assurance processes for these procedures are described in words and graphs in the IMS. Where necessary, female students, employees, applicants, and professors can receive support in dealing with their concerns.

A women's representative can devote 100% of her working time to this task; for a professorial women's representative this is 50%. An additional person is available to ensure substitution is available for the two women's representatives. Since 2013, additional support for the work of the women's representatives has been provided by a student assistant.

To ensure equal opportunity between women and men, the University has drawn up a *plan for the promotion of women*, which went into effect on September 1, 2008 and applies until August 31, 2014 (Appendix 6). Based on the current status and an analysis of the employee composition, as well as on an assessment of vacant positions and possible promotions, it sets forth policy measures for equal opportunity and the promotion of women.

The women's representatives are members of the *State Conference of University Women's Representatives in the State of Hesse* and in the *German Conference of Women's and Equal Opportunity*

Officers at Universities, so that the interests of the women at the Darmstadt University of Applied Sciences are taken into account at the state and national level as well.

2.2.2 Senate's equal opportunity committee

As early as 2008, the Senate appointed an *equal opportunity committee* and tasked its members with promoting gender justice in the university culture, furthering diversity to create equal opportunity, integrating minorities, conceptualizing policy goals towards gender justice in scientific and university operations, and providing guidance for the implementation and evaluation of the above as defined in the University's agreed-upon aims.

To take the concerns of all members of the University community seriously and to include all areas of the University equally, the equal opportunity committee includes members from all status groups. They are elected by the Senate for a period of two years.

2.2.3 Family-friendly university

Family-friendliness has become increasingly important at the Darmstadt University of Applied Sciences in recent years. To this end, the University has set the goal of actively and strategically promoting a work-life balance for students and others, enabling all members of the University community to achieve their full potential. One milestone on the path towards a family-friendly university environment was participation in the *Family-Friendly University Audit* program in 2011, leading to certification by the berufundfamilie gGmbH, a non-profit run by the Hertie Foundation.

In achieving this certification, the University committed itself to a raft of 70 measures regarding working hours, work organization, workspaces, informational and communication policies, leadership skills, personnel development, salary components and services equivalent to money, family and student life services, and additional scientific qualifications. A core element of this was setting up an in-house Family Services Office in 2011.

With the opening of its *Family Services Office* in May 2012, the University now has a centralized point of contact for all members of the University community to address questions regarding the work-life balance for students and others. Those seeking advice can find information and support there regarding questions of child care or care for other family members; where necessary, they are referred to specialized facilities and collaborating organizations. External facilities and companies can also rely on the Family Services Office, as can all in-house departments at the University, so that cooperative projects can be more easily set up and expanded. The Family Services Office monitors initiatives, suggests offerings and policy measures, and provides guidance and support in their development and implementation. In the future, the Family Services Office intends to exert even more influence on University life and create greater awareness of the work-life balance for students and others.

2.2.4 Child care

To improve opportunities to combine university studies and/or a profession with parenthood, the Darmstadt University of Applied Sciences offers and supports a variety of *child care options* and provides short-term and ad-hoc child care for the children of staff and students (FluggisAbenteuerLand for children aged 1-12). The Krabbelkiste parent initiative has been granted use of space at the University for the care of children aged 1-4 since 1989. In addition, various buildings at the University feature separate spaces for breastfeeding and diapering. At two locations, parent-child rooms are currently being set up.

Since 2012, the Darmstadt University of Applied Sciences has sponsored the *h_da Summer Vacation Games* during the summer holidays for children of members of the University community aged 6-12; these are sporting activities put on as a joint project between the University's Sport Department, the

Social Sciences and Social Work Department, and the Family Services Office. Also featured are several places with *Waldgeister*, a project run by the NetzWerk-Stadt, a collaboration between companies and institutions in Darmstadt who have set themselves the goal of implementing family-friendly HR policies.

In addition, since 2006 the IT Department has held its *Lego children's campus event* for children aged 10-14 who are interested in computer science, which is of course open to children of the University community's members as well.

2.2.5 Girls' Day

On *Girls' Day*, the Darmstadt University of Applied Sciences offers access (including the opportunity to do practical work) to the University's workshops and laboratories to female pupils and high school students in 5th grade and above. This active participation is meant to motivate and encourage these students to decide on training, qualifications, or a degree program in what are still considered to be career fields not typically entered into by women, especially technology, IT, crafts, engineering, and the natural sciences. To this end, on this day University departments in the natural sciences and technology offer female pupils and high school students the opportunity to learn about these career fields and to obtain initial practical experience. Every year, approximately 80 female students take part in this program which has been especially designed for them.

2.2.6 GENDERkompetent workshop series and the Gender meets Technology team

In 2013, the Darmstadt University of Applied Sciences participated in the *GENDERkompetent* workshop series which was organized for the universities of Hesse, a project intended to promote gender awareness in teaching, initiated by the women's representatives of the universities of the State of Hesse (LaKof) and the HMWK. The aim of this workshop series was to jointly identify processes and structures into which the overarching topic of gender should be integrated to improve the quality of teaching at universities in Hesse and to keep pace with developments in other German states. The intention was also to increase awareness of this topic among those in leadership positions at the University and all those responsible for teaching and curriculum. Representatives of the President's Office, experts on the workshop topics in question from various departments, and the women's representatives participated in this workshop series. Along with new insights and ideas for the University, the group of participants started the *Gender meets Technology team*. This work group, which now includes other members of the University community interested in the topic, has set the goal of implementing specific gender-related measures in STEM fields.

2.2.7 The Hessen-Technikum program

The Darmstadt University of Applied Sciences intends to offer qualified young female high school graduates who are interested in mathematical, technical, or scientific subjects a practical taste of university courses and career paths to help them decide on a professional direction. The *Hessen-Technikum program*, which was conceptualized and expanded at the University starting in 2013 with funding from the HMWK, gives female high school graduates the opportunity to learn about a degree program in a STEM field at the Darmstadt University of Applied Sciences and to gain practical experience in everyday life working in their chosen field. The Hessen-Technikum is a response to young women's need for guidance and is meant to ease their uncertainty about deciding to enroll in a STEM-field degree program.

After a successful pilot phase at the Darmstadt University of Applied Sciences and the establishment of a coordinating office, in its second phase the Hessen-Technikum will be expanded to include all of Hesse and will become a permanent program.

2.2.8 Networking

In addition to in-house University measures to make equal opportunity into a reality, the Darmstadt University of Applied Sciences is part of numerous regional and interregional networks aiming to promote equal opportunity, in which mutual support is provided in implementing this equal opportunity.

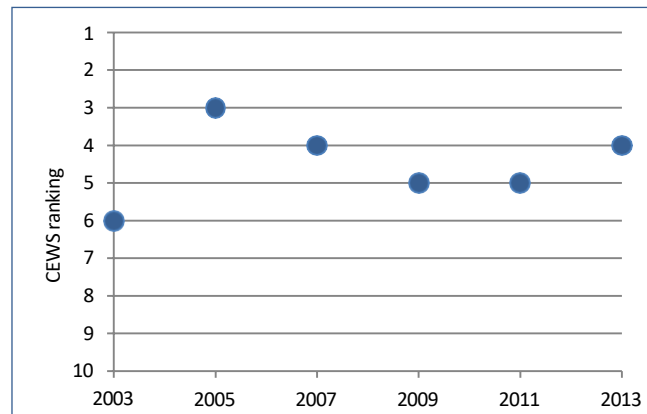
The Darmstadt University of Applied Sciences is a member

- of the *Darmstadt Alliance for the Family*. To make it easier to combine professional and family life, members of the local government, companies, private agencies, associations, churches, and initiatives work voluntarily in various fields of action and take on joint tasks;
- of the *Female Mentoring Network for Women in Scientific and Technical Fields*. This network of Hessian colleges and universities and their partners in industry and research institutes aims to support young women majoring in relevant fields in their professional and personal development, and to give them hands-on experience of professional life;
- of the *Dual Career Network* in the Darmstadt and Rhein-Main region. This network supports the female and male partners of newly hired top employees to integrate themselves professionally in Darmstadt, which is known as the City of Science. This is meant to increase Darmstadt's attractiveness as a place to live and work and prevent a shortage of high-performing professionals;
- of the Frankfurt-based *FrauenMachtKarriere* network, in which women from industry, science, and politics jointly work on strategies to implement equal opportunity. To this end, among other measures, every two years they organize and hold a conference at the Frankfurt Chamber of Commerce which is now one of the most successful interregional events focusing on this topic;
- of the *Hessian Universities' Gender and Women's Studies Research Center*, which provides support for women's studies and gender-related research at Hessian universities of applied sciences and for research projects in this field. In addition, it supports universities of applied sciences in implementing gender-mainstreaming processes and provides access to regional and interregional networks and professional groups.

2.3 Analysis of strengths and weaknesses

The equal opportunity policy measures passed and implemented so far meant that in 2013, the Darmstadt University of Applied Sciences once again achieved an above-average ranking in the Center of Excellence Women and Science (CEWS) university ranking system for equal opportunity (Fig. 1).

Fig.1: Darmstadt University of Applied Sciences' ranking according to CEWS
(from 2003 - 2013³)



Source: CEWS 2003/2005/2007/2009/2011/2013

Taking the indicators of the CEWS university ranking into account, the following individual strengths and weaknesses can be identified at the Darmstadt University of Applied Sciences:

In the national university ranking of 2013, the University placed among the top institutions regarding equal opportunity among the *student body*. Although the proportion of female students at the University is above the German national average in the individual subject groups, since 2008 the proportion of female students has unfortunately stagnated at 33% of the student body. If we view the individual subject groups as well, it becomes evident that there is a clear need for action in the STEM subjects. In the winter semester 2011-12, the proportion of female students in the law, economics and social sciences subject group was 49.7%. In the arts and art history subject group, female students were also well represented at 40.6%. In contrast, in the STEM subjects the proportion of women students in mathematics and the natural sciences was 28.9%; in the engineering sciences it was even lower at 23.8%. In these two subject groups there was even a slight decline in the number of female students when compared to the winter semester 2009-10.

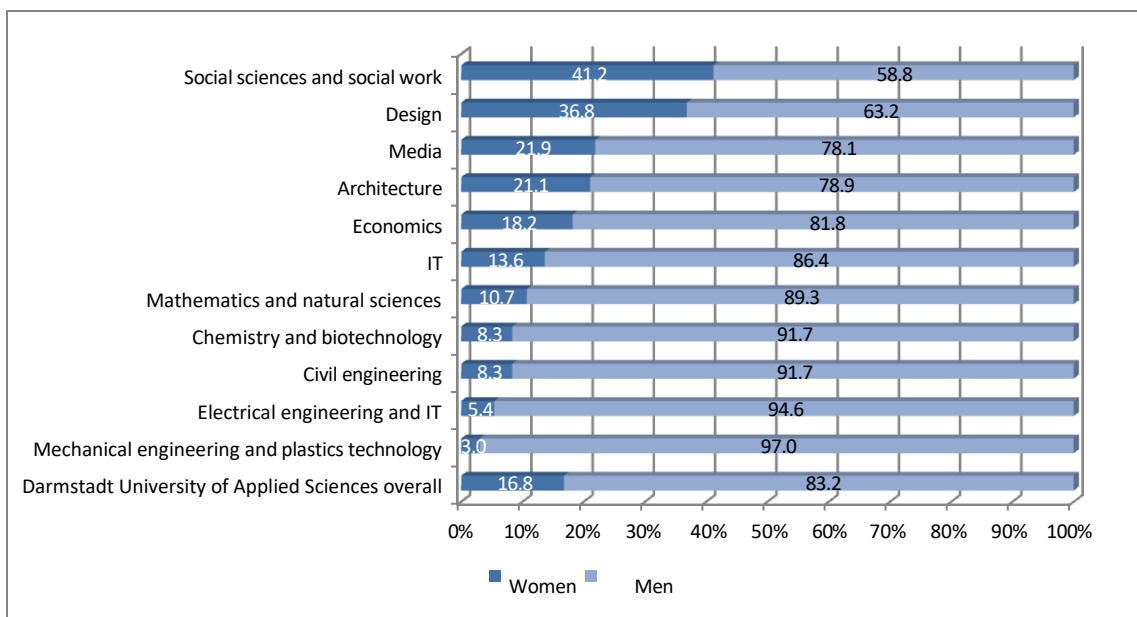
Thanks to an increase in the *proportion of women among full-time scientific and artistic staff* as compared to 2006, the University was among the top institutions in the CEWS university ranking of 2013; the proportion of women in this field rose by 6%. With a proportion of women among the full-time scientific and artistic staff (full-time only, not including professorships) of 37.2% and 47.4% in the technical/administrative field in 2011, this shows an upward trend (Appendix 7). This development could partly be attributed to more weight being placed on equal opportunity between women and men at the Darmstadt University of Applied Sciences via the prominent implementation of gender-related factors in the University's IMS. In addition, the policy measures intended to create family-friendly work and studying conditions make it easier for both men and women to better combine professional and family life and thus also contribute to gender parity in the various areas of life.

³ The highest possible number of points is 10; ranking group 1 achieved 10 of 10 points, while ranking group 4 achieved 7 of 10 points and ranking group 10 achieved 0 of 10 points.

In equal opportunity for *women and men in professorships*, by contrast, the University only achieved a place in the mid-scoring group of the CEWS ranking. Although the proportion of women went up 1.3% compared to 2007, this development requires effective acceleration using targeted measures, especially because the highest percentage of professorships occupied by women, 17.6% in 2011, dropped to 16.8% in 2014, back to the same level as in 2010 (Appendix 8).

An additional issue is that this relatively low proportion of women in professorships is distributed very unevenly among the individual departments (Fig. 2).

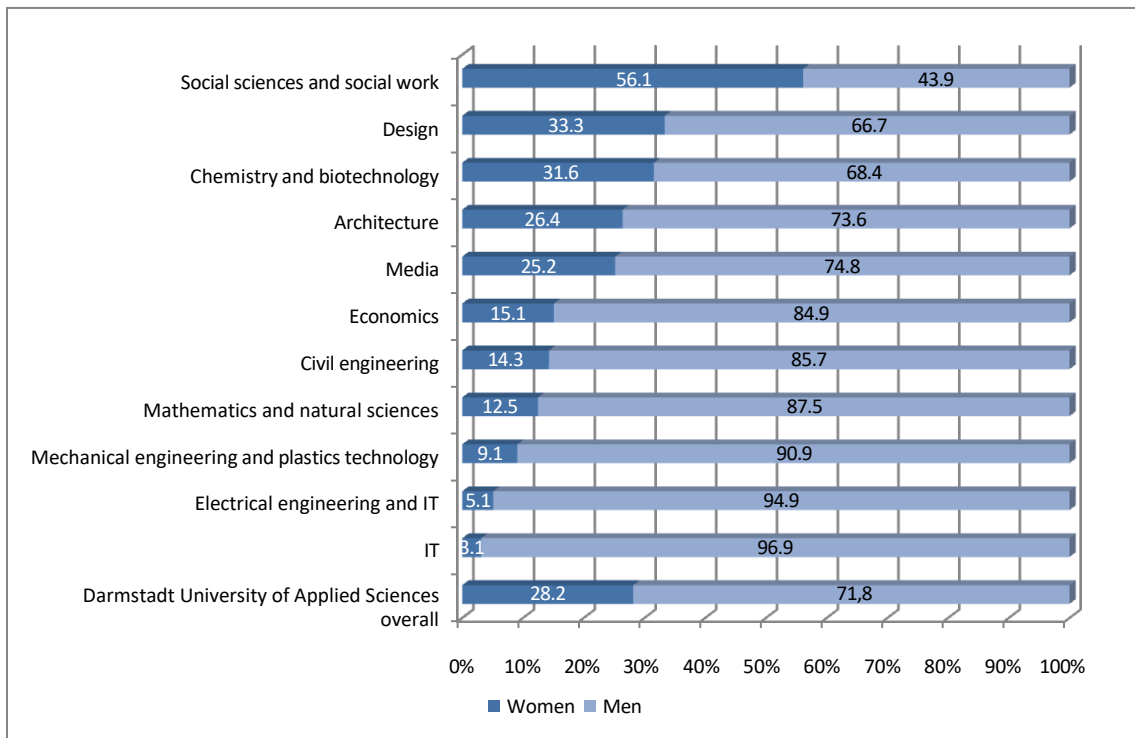
Fig. 2: Percentages of women and men in professorships
(by department, winter semester 2013-14)



Although it is primarily the STEM fields whose proportion of women in professorships is particularly low, the other departments must shoulder some responsibility as well: If we use the cascade model as a basis for analysis we must focus on the Architecture Department, in which almost three-quarters of the students are female, but which has a conspicuously low proportion of female professors. In the media and economics departments, only every fifth professorship is held by a woman, although almost half the students are female in both departments. Finally, not even in the Social Sciences and Social Work Department, which is generally associated with women and in which two-thirds of students are female, is every second professorship occupied by a woman.

The *proportion of women receiving teaching contracts*, at 28.2% in the winter semester 2013-14, is also unsatisfactory. Although it was possible to increase the proportion of women receiving teaching contracts in the Mathematics and Natural Sciences Department over 2009, from 7% to 12.5%, and in the Mechanical Engineering and Plastics Technology Department from 5% to 9.1%, equal status between women and men has only been achieved in the Social Sciences and Social Work Department, which has awarded 56.1% of its teaching contracts to women (Fig. 3).

Fig. 3: Percentages of women and men receiving teaching contracts
(by department, winter semester 2013-14)



Overall, however, it is evident that there is currently a slight decline in women receiving teaching contracts in (almost) all departments; this means that the benchmark, 29% of teaching contracts being awarded to women at the University in the winter semester 2009-10, has not been matched.

A similar development can be traced in the *occupation of Senate seats* at the University: Although between the election period 2005-07, in which women constituted 24% of members with voting rights, and the election period 2011-13 there was an increase, to 35%, in the current election period this proportion has once again fallen to the starting level of 2005-07 and is once again at 24% (Appendix 9).

Among the 11 *deans*, in the winter semester 2013-14 there were three female deans (27%), while the four-person *President's Office* had gender parity with two women (the vice president for academic affairs and the chancellor) and two men (the president and the vice president for research and scientific infrastructure).

Currently, at the Darmstadt University of Applied Sciences, research is being conducted in a variety of projects related to gender. In future, there are plans to focus even more on gender justice and related topics in the University's research. Because in 2010 only 18% of third-party funding was applied for by and awarded to women, equal opportunity for men and women in research is itself a task that the University plans to take on.

3 FIELDS OF ACTION AND FUTURE POLICY MEASURES TO REALIZE EQUAL OPPORTUNITY

The analysis of strengths and weaknesses has shown that although the Darmstadt University of Applied Sciences has made good progress, in accordance with its guiding principles, to achieve equal opportunity for its members in all areas of university life, it has also had setbacks. Although these setbacks may seem to be very common - Kraiss and Meruani (2001) accurately state: *"And yet there is no other area in which such a comprehensive change has taken place despite entrenched inequality. We find ourselves in a situation which is characterized by numerous contrasts and paradoxes, by obvious progress and yet repeated setbacks..."*⁴ - the University's equal opportunity concept is a step towards a concerted and effective equal opportunity policy so that in future, the *"two steps forward, one step back"*⁵ can be avoided.

The recognizable shortcomings in the implementation of the Darmstadt University of Applied Science's equal opportunity policies show that they have apparently not found a firm footing in everyday life at the University. Equal opportunity measures have so far often run in parallel to one another and are insufficiently coordinated. Because equal opportunity is viewed as an overarching topic and is intended to contribute significantly to building a positive reputation for the University, policy measures to realize equal opportunity should be applied at three levels: Equal opportunity policies should be organizationally anchored at the University; concerted efforts should be made to increase the proportion of women in leading (scientific) positions; and finally, the proportion of female students in STEM fields needs to be increased. To this end, the already existing policy measures described in section 2.2 should be continued and placed on permanent footing, and additional measures of this type should be implemented as well.

3.1 Organizational anchoring of the University's equal opportunity policy

This field of action is especially important, because the analysis of strengths and weaknesses has shown that policy measures to create equal opportunity cannot be satisfactorily implemented unless they are firmly established as part of everyday operations at the University, and are not viewed as secondary to other significant challenges. This is why the University is especially committed to increasingly incorporating equal opportunity policies into its organizational processes and making them visibly evident in everyday life at the University. The following raft of policy measures is intended to contribute to this.

3.1.1 A statistical evaluation of equal opportunity

To evaluate the current status of equal opportunity at the Darmstadt University of Applied Sciences adequately and in incremental terms, data relevant to equal opportunity should be collected, systematically evaluated and analyzed by target group. An *equal opportunity statistical program* could help in displaying conditions and viewing trends. This would make positive developments visibly evident and also enable early detection of setbacks in individual areas, so that corresponding policy measures can be rapidly put in place to counteract them. The results should be summarized in a comprehensive yearly in-house report and made available to the leadership and the various bodies of the University.

⁴ Kraiss, Beate/Maruani, Margaret (pub.) 2001: Women's Work vs. Men's Work: New patterns of inequality in the European labor market. Frankfurt/ Main, New York: p. 19.

⁵ Ibid.

This would lead to greater transparency and gender consciousness, and would provide solid reasons for the implementation of equal opportunity policies. It would enable both the highlighting of deficiencies and the measuring of successes in equal opportunity, and would make this information accessible to everyone involved.

3.1.2 The Gender Justice! portal

To showcase the variety of efforts and measures being undertaken to achieve equal opportunity at various levels of the Darmstadt University of Applied Sciences, and thus make them accessible to students, employees, potential future students and applicants, the University intends to set up the *Gender Justice! portal*. Members of the University community will thus have access to already existing equal opportunity activities and will be able to find both male and female contact persons as needed, or choose programs for their areas and departments. Potential students and those interested in applying to the University will be able to inform themselves in advance about equal opportunity measures, something which will enable the University to make use of its efforts towards equal opportunity in the recruitment of students and employees alike.

3.1.3 The Gender Justice! ideas competition

The goal of the *Gender Justice! ideas competition* is to provide ideas for a multitude of projects to promote equal opportunity between the genders at the University, thus counteracting the underrepresentation of women in the sciences and in the student body, or facilitating the combination of private and professional life.

The *Gender Justice! ideas competition* will award a yearly prize to an innovative program which contributes to equal opportunity between women and men. Eligible applicants include departments and facilities at the University which wish to initiate programs of this kind; they need simply submit a project sketch. The criteria for the selection of the program to be funded and/or promoted are quality, ease of implementation, and the sustainability of the program. The Senate's equal opportunity committee is to select the projects that receive funding and/or are promoted. The prize money is €10,000, which will be used to implement the program in question.

3.1.4 The Gender under Construction workshop series

To showcase current research projects at the University addressing gender-related and equal opportunity issues, reward those who engage with these topics and promote collaboration between the researchers, an annual workshop is planned to present current projects, bachelor's and master's theses and Ph.D. projects on this topic for general discussion.

The *Gender under Construction* workshop series is intended to contribute to discourse and discussions of gender justice by making gender-related research visibly evident to all members of the University community, thus emphasizing the importance of equal opportunity at the Darmstadt University of Applied Sciences.

3.2 Increasing the proportion of women in leading scientific positions

The analysis of strengths and weaknesses also showed that the Darmstadt University of Applied Sciences must make greater efforts to increase the proportion of women in leading scientific positions. There is a large gap and a need for action regarding newly vacant professorships in particular, because the occupation of professorships is of great significance to the University's ongoing development and competitiveness. Personnel selections in this area are especially influential due to the fact that professorships are generally permanent positions and will exercise influence over a long period. The

University intends to strategically devote itself to this task as well with the following measures.

3.2.1 Gender Justice! appointment procedures

To increase the proportion of women among professors, the appointment procedures should take equal opportunity standards into account to a greater degree. An analysis of appointment procedures in the German state of Lower Saxony showed that "more gender competence in the bodies/committees involved could increase the opportunities for female applicants."⁶

A toolkit adapted to the appointment procedures used at the Darmstadt University of Applied Sciences should be worked out using the *Gender Justice! appointment procedures* program and made available to all members of appointment committees and those involved with professorial appointments.

To this end, the already existing appointment procedures should be complemented by strategic policy measures which are suited to increasing the importance of equal opportunity matters in these processes.

3.2.2 Expense budget for departments

To create an incentive for departments to appoint women to professorships, the departments which successfully recruit and appoint women should receive additional expense budgets.

3.2.3 The Dual Career Service

Various studies have shown that women, significantly more frequently than men, live in what are known as dual-career partnerships and thus, when carving out their own career path, always have another career to take into account. Men can still (almost) always take for granted that their female partners and/or their families will accompany them if they are required to move for professional reasons. Women who are appointed to a professorship elsewhere often face the problem that their equally successful male partner would have to find a new job there as well. The *Dual Career Service* is intended to counteract this structural disadvantage faced by potential female professors (and by men in the same situation) by making targeted use of contacts within the University and its departments to find a possible job for the male or female partner. A coordinating office provides support in starting anew professionally.

3.2.4 Guest professorships

In fields with a low proportion of women among teaching staff, young women frequently lack role models. This is why they find it significantly more difficult than their male classmates to pursue a scientific career. For this reason, in subjects with a low proportion of women professors, *guest professorships* should be given to female lecturers.

Departments can apply by submitting specific suggestions for appointments to guest professorships. All members of a department, especially the students, have the right to submit suggestions or proposals. Every year, one guest professorship is to be awarded at the University.

⁶ Lower Saxony State Conference of University Women's Representatives (2011): Equal opportunity as a quality criterion in appointment procedures, p. 6.

3.3 Increasing the proportion of female students in fields in which women are underrepresented

In this third field of action, the Darmstadt University of Applied Sciences intends to work towards increasing the proportion of female students in the STEM subjects. To this end, the following raft of measures will be applied starting with girls in school to awaken their interest in these fields and support them in their decision to pursue a degree in one of them, culminating when they transition into a career.

3.3.1 Strategic partnerships with schools

Some departments at the Darmstadt University of Applied Sciences have had close relationships with college-preparatory high schools and specialized secondary schools in the state of Hesse for a number of years. These relationships should be strengthened and expanded in future to interest female students from the 8th to 13th grades in STEM subjects with programs targeted to them. Currently, there are plans to set up a *summer school* and develop *project weeks with subject concentrations* which specifically address female students. An ongoing plan calls for a *laboratory for female pupils and high school students* to be set up, where female pupils and high school students would be able to experiment independently under guidance. For these purposes, there are plans to establish modular units (e.g. lego mindstorms, wind turbines, robots, cellular phone stations, measurement devices, battery-driven bikes, small controller boards).

3.3.2 Mini-fairs for female high school students in the upper grades

To awaken the interest of young women in subjects in which women are underrepresented and to encourage them to choose a career path beyond traditional roles, *mini-fairs* in individual departments are to be held for female high school students in the upper grades. In the transition from high school to university, even young women who are interested in STEM subjects often do not find their way into a degree program in one of these fields because they lack role models, practical information and experience. To support these young women in their career aspirations and encourage them to enroll in a degree program in a STEM field, during these one-day mini-fairs female high school students will be introduced to the possibilities and perspectives in professions that so far have been male-dominated. To this end, companies from the region and both male and female members of the professions in question are to join with the University departments in giving girls a taste of degree programs and careers.

These mini-fairs are to take place during each summer semester at the various departments of the University, open to high school girls from the upper grades who are interested. The departments are to receive support from the University in planning and holding these events.

3.3.3 Gender Justice! teaching

Taking gender-related aspects into account in teaching means making an effort in various ways, including gender-conscious pedagogical practices, integrating gender-related aspects into teaching materials, and influencing interactions between students. Because it is the task of teaching staff to create a safe and motivating learning atmosphere for both genders such that all students can reach their full and maximum potential, the *Gender Justice! teaching* project is intended to help teaching staff at the Darmstadt University of Applied Sciences assess and adapt their teaching and course materials so as to incorporate gender-related factors.

Teaching materials and curricula should be revised in view of the teaching and learning atmosphere and the inclusion of gender-conscious examples and role models; where needed, teaching staff can be provided with materials. Teaching staff can have their own materials and lesson plans checked and revised in view of the teaching and learning atmosphere or the inclusion of gender-conscious examples and role models. To this end, courses, lectures, and teaching materials are to be evaluated, with teachers being given suggested improvements or these being made available to them.

3.3.4 Gender studies in various degree programs

At the Darmstadt University of Applied Sciences, in most subjects courses or lectures on *gender studies* are offered not at all or only rarely, although this is one of the most important approaches to implementing gender consciousness in teaching. Including gender studies would enable students to question the social order governing the genders and expose inequality in gender relations. So far this topic, which constitutes a professional qualification, has been lacking for the students in many departments.

To correct this and also promote interest in gender studies at the Darmstadt University of Applied Sciences, departments can apply for teaching contracts to address this topic. Teaching contracts of this kind will be funded if they are offered as part of regular modules within the degree programs so as to incorporate gender-related themes into the specific subjects.

3.3.5 Practical talks by successful women in industry, science, and administration

Although women are very successful at university, they often approach their career planning less strategically than their male classmates. *Practical talks by successful women* in industry, science, and administration would make them aware of professional opportunities in each field and of possible trajectories for individual women's career paths. These insights into various possible careers can inspire female students to plan their professional lives more consciously and begin thinking strategically during their time at university.

For this purpose, departments can apply for funds either to host individual practical talks as part of their degree programs or to organize and hold a more extensive lecture series.

4 NAMING OF PROFESSORSHIPS AND OVERVIEW OF COSTS

4.1 Naming of professorships

The Darmstadt University of Applied Sciences has decided to submit a proposal for three regular professorship appointments in the following departments:

- With the planned regular professorship in the *Department of Mechanical Engineering and Plastics Technology*, the proportion of women among the professors will double, from 3% to 6%. Naming a woman to this professorship is especially important to the University, because this is the department with the lowest proportion of women.
- With the planned regular professorship in the *Department of Economics*, the proportion of women among the professors will be increased from 18% to 23%.

- With the planned regular professorship in the *Department of Social Sciences and Social Work*, the proportion of women among the professors will be increased from 41% to 44%, and the professorships in this department will have almost achieved gender parity.

4.2 Overview of costs

The funds freed up by the Women in Professorships program are to be used solely for the newly developed policy measures to realize equal opportunity in the three fields of action. The costs for these measures are listed in the overview below:

FIELDS OF ACTION AND PLANNED MEASURES	ANNUAL COSTS
<p>ANCHORING EQUAL OPPORTUNITY POLICIES ORGANIZATIONALLY AT THE UNIVERSITY</p> <ul style="list-style-type: none"> • Statistical evaluation of equal opportunity • Gender Justice! portal • Gender Justice! ideas competition • Gender under Construction workshop series 	<p>Personnel*: €40,000.00 Materials/office: €20,000.00 <u>Prize money: €10,000.00</u> Total: €70,000.00</p>
<p>INCREASING THE PROPORTION OF WOMEN IN LEADING (SCIENTIFIC) POSITIONS</p> <ul style="list-style-type: none"> • Gender Justice! appointment procedures • Special budget for departments • Dual Career Service • Guest professorships 	<p>Personnel*: €40,000.00 Materials/office: €20,000.00 <u>Guest professorships: €60,000.00</u> Total: €120,000.00</p>
<p>INCREASING THE PROPORTION OF FEMALE STUDENTS</p> <ul style="list-style-type: none"> • Strategic partnerships with schools • Mini-fairs for female high school students • Gender Justice! teaching • Gender studies in degree programs • Practical talks by successful women 	<p>Personnel*: €40,000.00 Materials/office: €40,000.00 <u>Fees: €20,000.00</u> Total: €100,000.00</p>

* In each case, the personnel costs consist of:

- ½ position at the TVH E13 pay rate: 30,000 euros/year
- Scientific assistant (40 h / month): 10,000 euros/year