Hochschule Kempten
University of Applied Sciences

Gleichstellung, Familie und Diversity

Gender Equality Plan for academic and academic support staff at Kempten University of Applied Sciences

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List of abbreviations

AGG	General Equal Treatment Act
BayGIG	Bavarian Equal Opportunities Act
BayHIG	Bavarian Higher Education Innovation Act
BGFD	Office for Equal Opportunities, Family Affairs and Diversity at Kempten University of Applied Sciences
CREO	Central Representative for Equal Opportunities for Women in Science
CEWS	Centre of Excellence Women in Science
EORAS	Equal Opportunities Representatives for Academic Support Staff
FZA	Forschungszentrum Allgäu (FZA) – Allgäu Research Centre
GG	Basic Law for the Federal Republic of Germany
GRF (“DFG”)	German Research Foundation
KUAS	Kempten University of Applied Sciences
LaKoF	State Conference of Women’s Representatives
LREO	Local Representative for Equal Opportunities for Women in Science
StMWK	Bavarian State Ministry for Science and the Arts
TA	Target agreement
VP-IEO	Vice President Internationalisation and Equal Opportunities

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Preamble

Equality opportunities work at Kempten University of Applied Sciences enables all people, regardless of their gender, to develop their potential and utilise their skills. It ensures that all members of the university are granted the same opportunities, and it establishes equal opportunities and non-discriminatory access and participation.

Equality of opportunity at our university means ensuring equal conditions for access and equal opportunities to participate in society for anyone interested, regardless of social background, gender identity, ethnicity, disability and other factors. For Kempten University of Applied Sciences, equal opportunities work is nurtured by this idea of equal opportunities and focuses on other dimensions in addition to establishing equal opportunities for women and men (see General Equal Treatment Act, AGG for short) in order to reduce the potential for discrimination and eliminate disadvantages. Equal opportunities therefore constitute a guiding principle for Kempten University of Applied Sciences in the way that it organises study, research and working conditions for students, researchers, teaching staff and academic support staff in the faculties and central facilities.

This Gender Equality Plan at Kempten University of Applied Sciences represents an innovation and was created by fundamentally revising and updating how the equal opportunities strategy is conceptualised here. Previously, there had been separate gender equality plans for academic staff and academic support staff (both dating from 2008). This new plan summarises the two existing documents and thus creates a uniform, synergetic and strategically effective lever for advancing equality even further. An additional pillar of the new 2024 Gender Equality Plan also trains the focus of the equal opportunities strategy at Kempten University of Applied Sciences on diversity management.

Universities of applied sciences are subject to continuous change; and addressing diversity has become a central developmental task. The aim is to promote processes of internationalisation and globalisation, and the resulting heterogeneous society, by incorporating diversity aspects into the university's development and to make them fruitful for the university. At the same time, this meets an increased demand for well-qualified specialists and strengthens participation in the education system for people who have previously been less recognised or structurally disadvantaged by the academic system.

Cooperation between the three pillars of diversity, supporting families and equality is very closely interlinked at Kempten University of Applied Sciences. **Diversity** is integrated into the Gender Equality Plan as part of ensuring fair play. The AGG, the Diversity Charter and an intersectional approach to equal opportunities provide orientation in this regard.[1] The paradigm for diversity management at Kempten University of Applied Sciences is the view that shaping diversity always includes dealing with discrimination and preventing discrimination, thereby performing important anti-discrimination work. Knowledge of structural discrimination[2] is therefore used to protect, promote and empower people at Kempten University of Applied Sciences and at the same time to introduce measures for structural change in terms of organisational development.

[1] "The term intersectionality, which uses the metaphor of a crossroads ("intersection") with traffic coming from all four directions, is intended to emphasise that the various dimensions of diversity cannot be viewed in isolation from one another. Much rather, they often overlap in reality. This means that everyone has several identities – be they national or social origin, gender, sexual orientation, age, religion or mental and physical condition. Unequal treatment can therefore be linked to and occur regarding one characteristic; at the same time, however, someone can also experience discrimination on the basis of several identity characteristics in different constellations. This changes their experience of discrimination. New dimensions of discrimination emerge." See: See Diversity Charter "The intersectional perspective".

[2] Structural discrimination refers to the intertwining of discriminatory practices on an individual, cultural and institutional level. The individual level of discrimination covers discriminatory speech and behaviour by individuals. The cultural level of discrimination covers knowledge, values and norms that are communicated in public discourse. The institutional level of discrimination covers discriminatory policies and laws as well as norms and values that are enforced by institutions. (See: IKUD seminars ["Inter-Kultur und Didaktik"])

Kempten University of Applied Sciences has been certified as a family-friendly university by berufundfamilie Service GmbH since 2011. It has thus undergone a long-term process to improve, implement and emphasise attitudes, measures and strategies for more opportunities to reconcile family and career/studies. **Supporting families** is therefore a central goal of Kempten University of Applied Sciences, which it addresses and continuously develops in a structured manner, particularly with its ongoing participation in the audit. Originally introduced to enable women to participate more in studies and working life by offering them opportunities to reconcile work and family life, the understanding of family-friendliness has become more nuanced.

The third pillar, **equality**, firstly refers to the continuation of the long-standing projects for the advancement of women. This is therefore a core element of the strategic goal of achieving parity between men and women. At the same time, the advancement of women is flanked by structural measures that remove barriers to access and create opportunities for participation.

The vision of this Gender Equality Plan is therefore a university that offers fair opportunities and does not discriminate and that dismantles and prevents limitations, creates access and develops potential:

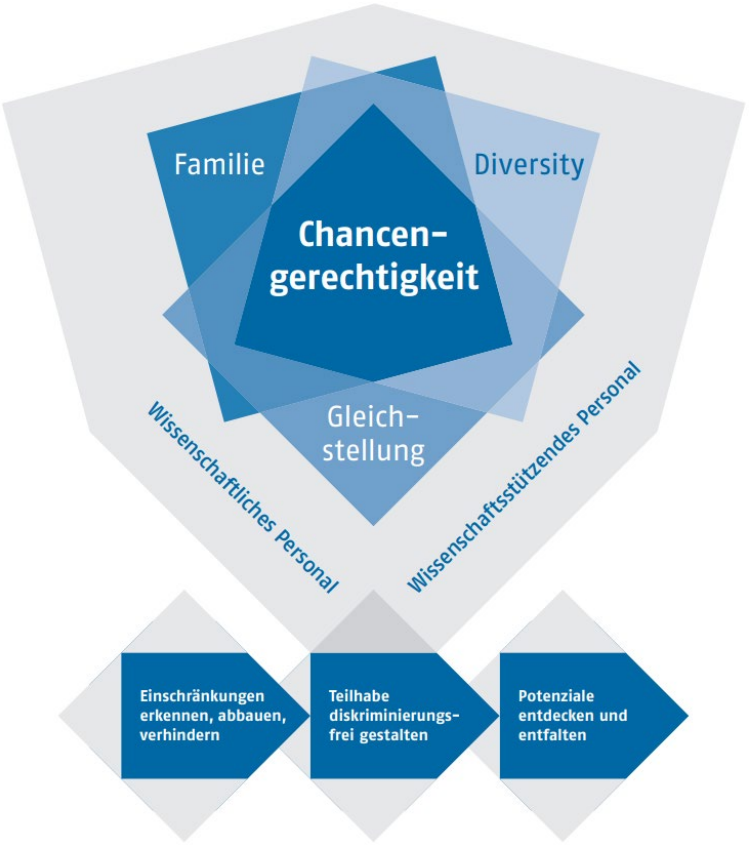


Diagram based on own illustration: Vision of the Gender Equality Plan

Input from various participatory processes and the reshaped Equality Conference (formerly the Women's Conference) at the beginning of 2023 has gone into producing this Gender Equality Plan. The Equality Conference, which is anchored in the university's Basic Ordinance (§35), has accompanied the development of the plan at various stages, and it will monitor and support the subsequent implementation of the objectives.

This Gender Equality Plan addresses the requirements[3] for research funding stipulated by Horizon Europe, thus it can be used for this purpose. There are plans to translate this document into English and to publish it on the university's website.

The plan will first outline the situation at the point of departure, trace the structural implementation, and then outline the priorities for the next five years in terms of fields of action, key objectives and specific measures.

[3] See: Horizon Europe: Guidance on Gender Equality Plans https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1 (translator's note: most recently accessed 25 October 2024); and gender aspects in Horizon Europe (in German) https://www.eubuero.de/de/fif-genderaspekte-heu-2586.html (most recently accessed 3 May 2024)

1. Starting point

1.1. University profile

Founded in 1978, Kempten University of Applied Sciences is the only state university in the Allgäu region training academics in the fields of mechanical and electrical engineering, business administration and tourism, computer science, multimedia, and social and health sciences. In 2023, around 5,500 students were enrolled. More than 150 professors teach at the university, supported by around 320 sessional lecturers from the private sector. Approx. 500 academic and support staff work in the faculties and central facilities.[4]

The vision of Kempten University of Applied Sciences is reflected in the mission "Competence driven by networked diversity", based on three guiding principles: "We develop people's personalities", "We build networks" and "We assume social responsibility". The mission and these principles are crucial to the university's equality and diversity strategy.

1.2. Legal framework conditions

Bavarian universities are legally obligated to work on equal opportunities by Germany's Basic Law (Art. 3 paras 2 and 3[5] GG), the Bavarian Equal Opportunities Act (BayGlG), the Bavarian Higher Education Innovation Act (BayHIG) and the General Equal Opportunities Act (AGG). Further impetus is provided by the framework agreement and the university's contract with the Bavarian state government.

BayGlG serves as the legal basis for promoting equality between women and men working as public-sector academic support staff in Bavaria, prioritising suitability, aptitude and professional performance. The specific objectives are defined in accordance with Art. 2 para. 1 sentence 2 and para. 2 BayGlG. The Equal Opportunities Representatives for Academic Support Staff (EORAS) facilitate and monitor the implementation of the BayGlG Act and this Gender Equality Plan, and assist with the implementation.

The Bavarian Higher Education Innovation Act (BayHIG), passed in 2023, sets new standards for universities in organising equal opportunities work for academic staff.[6] Central innovations of the law focus on establishing parity in university management and appointment committees, also introducing the cascade model as an instrument to counter the "leaky pipeline".[7]

1.3. Quality assurance

Quality assurance is an important aspect in effective and sustainable equal opportunities. Kempten University of Applied Sciences actively pursues various certification and professionalisation processes.

It is a certified family-friendly university ("Audit familiengerechte Hochschule") and thus draws up an individual action plan every three years to improve the quality of work-life balance. The ongoing auditing process has been a key component of the university's self-image since 2011. The quality assurance achieved by means of the external auditing process for fairness towards families is highly valued and recognised both within and beyond the university. Six priorities were defined during the dialogue process in 2023 for the forthcoming three years, prioritising how researchers starting out in their careers can combine work with family life and

[4] https://www.hs-kempten.de/en/kempten-university/about-us/facts-and-figures (most recently accessed 3 May 2024)
[5] "(2) Men and women shall have equal rights. The state shall promote the effective realisation of equal rights for women and men and shall work towards the elimination of existing disadvantages. (3) No person shall be discriminated against or favoured on grounds of sex, descent, race, language, nationality and origin, creed, religious or political opinion. No one shall be discriminated against on the grounds of disability."
[6] Primarily in Articles 22–25 and 66 paras 3 and 5
[7] The term "leaky pipeline" is used to describe the declining proportion of women in science at different levels of qualification and steps on the career ladder. Cf.: https://www.gesis.org/cews/daten-und-informationen/statistiken/thematische-suche/leaky-pipeline (most recently accessed 3 May 2024)

the role of managers.

The university is also a member of the “Familie in der Hochschule” (Families in Universities) and “Dual Career Netzwerk Deutschland” (German Dual Career Network) associations, the corporate network “Erfolgsfaktor Familie” (Success Factor Family) and the “Charta der Vielfalt” (Diversity Charter), and has signed the accompanying voluntary commitments. On its own initiative, Kempten University of Applied Sciences was involved in founding a regional network for cooperation between universities and companies to increase dual career opportunities, and it played a pivotal role in founding the Swabian Dual Career Network.

In order to fulfil its legal mandate under the AGG, the university has signed a voluntary commitment to the Diversity Charter and undertakes, among other things, to

> *“cultivate an organisational culture that is characterised by mutual respect and appreciation. We create the conditions for managers and employees to recognise, share and live these values. They have a special obligation to do so.”* [8]

The university is also a member of the four-country Lake Constance Arts & Sciences Association, working across boundaries between the nations and systems, which is also beneficial for this topic in terms of the activities conducted by the Gender & Diversity working group. Kempten University of Applied Sciences has provided the spokesperson for this working group for several years.[9]

1.4. Structural implementation and resources

Creating structures, providing financial and human resources, and developing competencies through, among other things, professional development programmes ensures that gender equality in the sense of gender mainstreaming is systematically integrated into all strategy and management processes and does not depend on the commitment of individuals. This ensures that gender equality is not seen as an additional service, but as an integral part of the organisational structure and all processes. The same applies to family friendliness and diversity as part of equal opportunities.

Gender equality work at the university is structurally anchored at various levels. In addition to the statutory Central and Local Representatives for Equal Opportunities for Women in Science and the Arts (CREO and LREO) and Equal Opportunities Representatives for Academic Support Staff (EORAS), there is a Vice President for Internationalisation and Equal Opportunities (VP-IEO) at Kempten University of Applied Sciences. Thus, the legal mandate is also attended to by addressing the topic within university management. The Central Representative for Equal Opportunities for Women in Science is a voting member of the Extended Executive Board and an advisory member of Senate and the University Council. In terms of equal opportunities governance, responsibility for equal opportunities goals is therefore anchored at management level. The Local Representatives for Equal Opportunities for Women in Science and the Arts (LREO) support the achievement of goals and the legal mandate in the faculties. They are voting members of their faculty councils and are involved in every appointment procedure with voting rights. In addition to being legally stipulated in Art. 66 (2) BayHIG, this is also set out in the university’s appointment guidelines.[10]

The financial resources for equal opportunities are made up of funds from the State Conference of Women’s

[8] https://www.charta-der-vielfalt.de/en/diversity-charter-association/about-the-diversity-charter/terms/ (most recently accessed 3 May 2024)
[9] www.wissenschaftsverbund.org/arbeitsgruppen/gender-diversity (most recently accessed 3 May 2024)
[10] The corresponding reductions in the teaching load for the offices of VP-IEO, CREO and LREO are currently being negotiated and finalised (Summer Semester 2024) in establishing a new global teaching load for Kempten University of Applied Sciences, and these will be made viewable in future.

Representatives (LaKoF) and the university's contracts. The LaKoF funds are allocated annually to the university according to a distribution formula based on student numbers. Of the funding derived from the university's contracts for the period 2023–2026, 50 per cent are earmarked for measures and events aimed towards gender equality, 30 per cent for financing family-friendly programmes, and 20 per cent for projects in the area of diversity. The Central Representative for Equal Opportunities is responsible for the budget and authorised to dispose of these funds.

The Equal Opportunities Representatives for Academic Support Staff receive additional support on a case-by-case basis to compensate for fulfilling the duties of their role and are relieved accordingly from their regular duties. In addition, the university provides the resources required to support measures towards and ensure the long-term achievement of gender equality objectives, including business trips to conferences and any additional training required. Otherwise, the materials and spatial resources related to their regular workplace are to be utilised. If special work equipment is required in addition to this, funding will be considered if necessary.

In 2023, in order to improve process management and to synergise all approaches to equal opportunities, the Equality Conference was founded and anchored in Kempten University's Basic Ordinance. Its members are the various equal opportunities representatives (CREO, LREO, EORAS) and the Vice President (VP-IEO). The Equality Conference is jointly chaired by the CREO and the VP-IEO. The Equality Conference has established fixed rules of procedure. The primary objective of the Equality Conference is to implement, evaluate and update the Gender Equality Plan. The Equality Conference meets at least twice per semester.

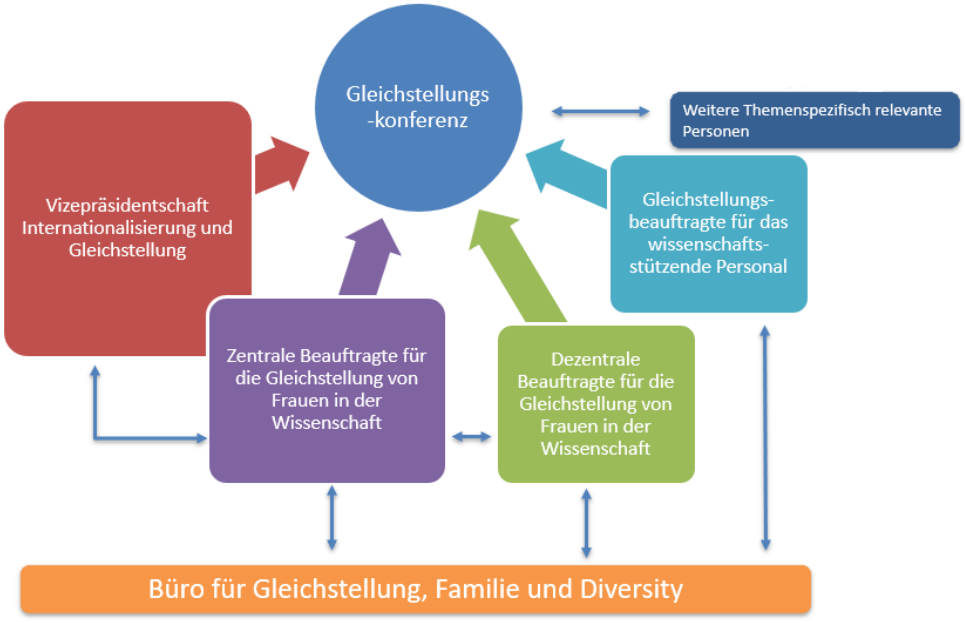


Diagram based on own illustration: Gender equality governance at Kempten University of Applied Sciences

The Office for Equality Opportunities, Family Affairs and Diversity (BGFD) is responsible for the operational implementation of the programmes, measures and events relating to gender equality, family and diversity. The BGFD, managed by the CREO, is the central point of contact for all members of the university. The BGFD has three staff members:

- Equal Opportunities and Family Officer (60% permanent, 10% fixed-term, E13)

- Diversity Officer (25% permanent, E13)
- Officer for the Advancement of Women and Equitable Personal Development (40% permanent, 10% fixed-term, E13)

1.5. Balance sheet – progress and successes

Kempten University of Applied Sciences has been pursuing strategically anchored goals for equality between men and women since 2008. Over the past five years, both the objectives and the programmes and measures have been further developed and differentiated. A selection of the key projects that have been successfully introduced and continued over many years are listed here as examples.

The Office for Equality Opportunities, Family Affairs and Diversity – BGFD – is central to gathering the experiences of the target groups and for strategic structural development. The BGFD is part of Kempten University's service structure and a point of contact for all members of the university. Its presence on campus is important for this, as established in the physical form of a counselling and meeting room together with three office workstations; whilst the BGFD can also be reached virtually at all times and offers online counselling appointments. In addition, the BGFD manages the parent-child workroom located in the immediate vicinity, which is available to both students and staff and is very well utilised. The three employees and up to six student assistants ensure that office opening hours on campus are duly covered in order to ensure visibility and accessibility. The same goes for participating in and contributing to university-wide events such as the university fair, the student information day, We4YouDay, etc.

In addition to its advisory role, coordinating childcare services is a constant factor in the university's efforts to help students and employees balance family life and studies or work. These offers are constantly confronted with challenges – ranging from business management aspects to staff shortages, not to mention the specific demands presented by the coronavirus pandemic, through to highly specific wishes of students or parents working briefly as teachers. Despite all obstacles, the university has a long tradition of offering its own childcare services and will continue to expand this in the coming years.

Advising different target groups is a key component in creating equal opportunities. The BGFD's counselling services cover a wide range of topics, which stem from its responsibility towards increasingly diverse target groups. The BGFD's mandate focuses on the three topics of equal opportunities, family and diversity. The advisory service for gender equality mainly focuses on the target groups of the BayernMentoring scheme and encouraging young female academics. In addition to traditional counselling, individual and peer-to-peer coaching sessions are run on a regular basis. With regard to families, the focus is on the target group of students with children, which, besides advice on how to organise studying, also includes classic topics of combining family and student life or financing studies. In 2018, this was expanded to cover universities' duty of care towards pregnant students, in addition to employees, by means of risk management and compensating for any disadvantages that arise due to pregnancy and childbirth. This includes a preliminary consultation with the BGFD for all pregnant students. The advisory service is also used by staff with regard to starting a family, parental leave, returning to work, etc. The BGFD provides this service in close consultation with the Human Resources department. In 2020, the range of counselling was expanded to include diversity. Counselling for students with disabilities is provided in cooperation with the Representative for Students with Disabilities.

The BGFD is strategically integrated into the university's complaints management system, provides preliminary consultations and raises awareness of this subject matter amongst university members. An important step in further professionalising the approach was taken in 2023 with Senate adopting the guideline on protection against sexual harassment, sexualised violence and discrimination.

Within the measures directed at equality and diversity, the events and services offered have been tailored to suit the target groups' various levels of eligibility. Between June 2022 and January 2024, the Competence Centre for Empirical Youth Work and Social Research was commissioned to carry out a research project on the "Evaluation of appointment procedures" with the aim of analysing appointment procedures in order to develop gender-equitable selection criteria for applicants to Kempten University of Applied Sciences. The study built on the results of the pilot project "Equality in the Faculty" conducted by the Office for Equal Opportunities, Family Affairs and Diversity, examining qualitative monitoring of appointment procedures at the university. The aim is to attract and recruit more qualified female candidates for professorships in order to increase the proportion of female professors.

Another pilot project was aimed at the target group of young female academics. In terms of individual coaching, peer-to-peer coaching and workshops, a comprehensive programme was developed for interested women with the aim of attracting more to doctoral studies. Women were already made aware in workshops while working on their master's theses of the possibility of studying for a doctorate. Young female researchers receive regular mails informing them about offers of support, and they are guided and advised by the BGFD.

Female STEM students can participate in the university's mentoring programme throughout Bavaria, and if interested, are assigned a mentor who accompanies them for a year and supports them in embarking upon their career. There is also a comprehensive auxiliary programme offering coaching, networking opportunities, workshops and company tours, which participants can take part in free of charge. The scheme is rounded off with events held throughout Bavaria involving all 16 universities of applied sciences. As many as 100 women participate in the programme in Kempten each year. Up to 40 schoolgirls have the opportunity to get to know the university on the annual Girls' Day and take part in one of the wide range of activities offered by the STEM faculties in order to help them choose a degree programme free from stereotypes later on.

For the target group of women starting their own business, a speaker on the topic of female entrepreneurship was hired in 2019 in cooperation with the StartUp Centre at Kempten University of Applied Sciences and co-financed by the BGFD. A wide range of activities is also offered for any such women interested, such as individual coaching sessions, workshops, network meetings and regular get-togethers.

In 2020, the "Sounding Board for a family-friendly University" evolved into the "Equal Opportunities Forum". The aim of this committee is to discuss university-wide issues relating to diversity, support for families and gender equality, to integrate good ideas from all areas into the work of the BGFD, and thus to ensure that equal opportunities are specifically created for Kempten University of Applied Sciences.

Over time, establishing policies has led to the institutionalisation of values and framework conditions for cooperation at the university. This is reflected in the fact that service agreements (concluded between the unit management and the staff council) and guidelines (university management) now include equality-related topics in many areas, such as:

- Equal linguistic treatment,

- Job advertisements and appointments,
- Staff development,
- Combining family and career (e.g. childcare, caring and career, timing meetings to accommodate families / part-time staff, etc.).

These constitute binding regulations that apply throughout the university, including (for academic support staff):

- Service agreement on job advertisements (such as publication, consideration of gender),
- Service agreement on flexible working hours,
- Service agreement on mobile working,
- Guidelines on encouraging people's training intentions,
- Guidelines on dealing with sexualised discrimination and the brochure "Sexualised harassment and violence at the university" (with reporting form), and
- Tips on practising non-discriminatory communication at Kempten University of Applied Sciences.

The university also offers support for different life circumstances with the possibilities of part-time work or a sabbatical year. Mobile working is a key form of assistance with combining working and family life, and the practice is firmly anchored at Kempten University of Applied Sciences in the respective service agreement and by providing internet telephony and video conferencing solutions. In particular, the measures promoting a family-friendly working environment are also highlighted by the university's accreditation as a family-friendly university based on the aforementioned audit and re-audit.

By regularly participating in discussions between the organisational management and the local staff council, the equal opportunities representatives are involved in the amendment or creation of new service agreements. They were also represented in the task force for developing the mobile work service agreement, which has been in place since February 2023 and can be seen as a recent important milestone/success in working towards equality.

Women and men must be treated equally in the use of language, as a matter of principle, ensuring that phrasing is chosen to ideally take equal account of all genders. This includes neutral forms, such as using nouns based on the gerund in German (e.g. "Mitarbeit**ende**"). A useful online dictionary for assistance with producing gender-sensitive German is "Geschickt Gendern". The university management has also decided to use "and" or, in the case of individuals, "or" as a means of referring to both women and men. The feminine form is used first for individuals.

Vacancies are fundamentally filled on the basis of suitability, aptitude and professional performance, in consideration of the requirements profile. If possible, at least as many women as men who fulfil the qualifications stipulated in the job advertisement should be invited to interview. Interrupted or shorter periods of employment due to family or similar reasons must not be a disadvantage. In the case of equal suitability, aptitude and professional performance, it must be ensured that any overrepresentation of women or men is reduced in all positions.

Before advertising a vacancy, it is always checked whether a part-time position would be possible. When advertising positions that can be performed part-time, including managerial roles, the possibility of part-time

employment must be indicated. Positions involving managerial tasks and professorships are not to be excluded from this principle, as far as official interests permit.

All the offers and measures listed here are communicated internally and externally via the forums and conferences, info mails, PIIPE (intranet), press releases, our website and our Instagram account; and university members are regularly informed about any new developments.

1.6. Development of the proportion of women

1.6.1 Proportion of women in teaching, research and studies

For many years, Kempten University of Applied Sciences has been pursuing the goal of increasing the proportion of women at the various academic qualification levels and thus counteracting structural disadvantages and the phenomenon of the leaky pipeline (see figure below). Measures to promote women are a fundamental component of gender equality work towards more equal opportunities at Kempten University of Applied Sciences.

Only sporadic data is available on academic staff and doctoral students during the reporting period, which prevents comparisons or the identification of trends in this case. This problem is addressed in Section 2.2 “Controlling”.

Since 2008, Kempten University of Applied Sciences has set itself individual targets, such as increasing the proportion of female professors to 18 per cent, and has achieved these by various measures (see balance sheet). The three-per-cent increase in the proportion of female professors since 2008 shows that the commitment and tools applied with this intention at Kempten University of Applied Sciences are having an impact (see Appendix: Table 1). A comparison between the observation periods 2018 and 2023 of the various qualification levels – from bachelor’s and master’s degree programmes, including appointments for sessional lecturers, through to professorships (see Appendix) – reveals that the overall trend at Kempten University of Applied Sciences can still be summed up as follows: the higher the qualification level, the wider the gap between the proportion of women and men.

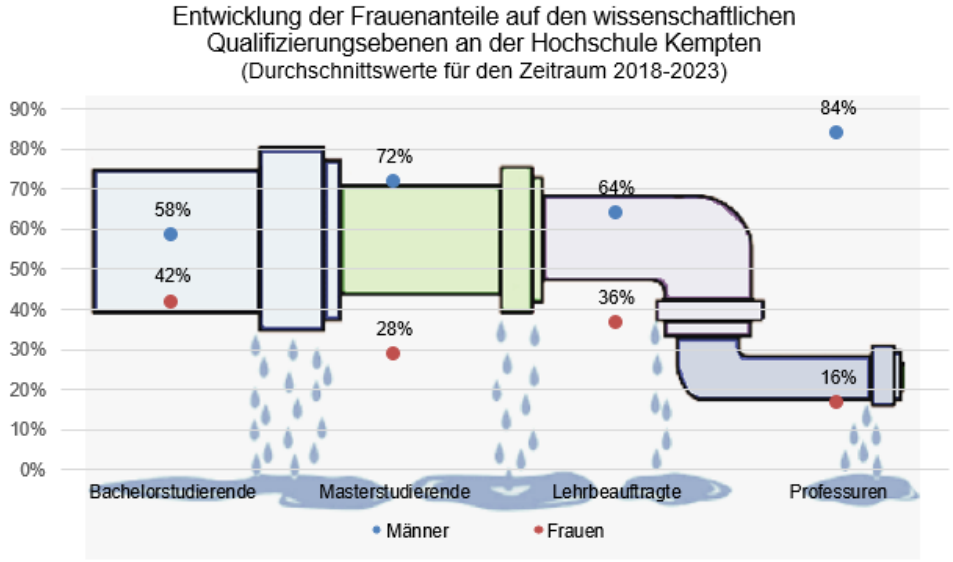


Diagram based on own illustration: Leaky Pipeline. For figures, see tables in the Appendix. *Cf: Illustration Leaky Pipeline (in German) by Gesis / CEWS*[11]

[11] https://www.gesis.org/cews/daten-und-informationen/statistiken/thematische-suche/leaky-pipeline (most recently accessed 3 May 2024)

The proportion of female bachelor's students at Kempten University of Applied Sciences has stabilised at 42 % since 2018. The highest proportion, averaging 80 %, is to be found in the Faculty of Tourism and the Faculty of Social and Health Studies. The Faculty of Electrical Engineering has the lowest proportion of female bachelor's students, with an average of 13 %, closely followed by the Faculty of Computer Science, with an average of 14 % female bachelor's students. (See Appendix: Table 4)

Master's degree programmes at Kempten University of Applied Sciences most recently recorded an overall proportion of 29 % female students, whilst the average figure in 2018 was 33 %. The Faculties of Social and Health Studies (Ø 85 %) and Tourism (Ø 65 %) lead the field in this respect, too. The Faculty of Business Administration lies mid-field, with an average of 49 % female master's students. The STEM faculties do not achieve these figures and have stabilised at a lower level, although all faculties have recently seen a slight increase in the number of female students – the average figures being 22 % in Mechanical Engineering, 14 % in Computer Science and 13 % in Electrical Engineering. (See Appendix: Table 3)

The proportion of female students is therefore fairly in line with the figures for Bavaria as a whole (40.8 % female students across all kinds of higher education institution in 2022). However, at 31.6 %, the proportion of female STEM students across all kinds of higher education institutions in Bavaria is much higher than specifically at Kempten University of Applied Sciences.[12]

Developments in the proportion of female sessional lecturers are highly dynamic. In 2020, for example, the proportion was 40 %, and it has tended to decline since then, currently standing at 35 %. At the same time, the proportions vary greatly between the faculties. In those with a high proportion of female students, the proportion of female sessional lecturers is also higher. This applies in particular to the Faculty of Social and Health Studies, with an average of 47 % (below the average proportion of female students and professors), and in the Faculty of Tourism, with an average value of 41 %, which is far greater than the proportion of female professors and far below that of female students. In the Faculty of Business Administration, the proportion fell from 38 % in 2020 to 17 % in 2023. In the STEM faculties of Electrical Engineering and Computer Science, the proportion of female sessional lecturers is also subject to strong fluctuations – but in opposite directions. For example, the proportion in Electrical Engineering developed very positively from 28 % to 47 %, but fell from 29 % to 15 % in Computer Science during the same period. In Mechanical Engineering, the proportion is comparatively stable at an average of 32 %. (See Appendix: Table 2)

As already mentioned, the proportion of female professors has recently increased significantly from 15 % to 18 %. The Faculty of Social and Health Studies has the highest proportion of female professors at 57 %. The Faculty of Computer Science has the greatest potential for an increase in the proportion of women, in which there was no female professor at the reporting date. However, one professorship has recently been assumed by a woman (again). The difference between a very high proportion of female students and a very low proportion of female professors in the Faculty of Tourism (14 % female professors) is particularly striking. At 24 %, the proportion of female professors in the Faculty of Business Administration is higher than the university-wide average of 18 %. However, this increase has only come about in the past two years from 2021 to 2023 and has yet to stabilise. (See Appendix: Table 1)

Overall, however, the 18% of professorships held by women at Kempten University of Applied Sciences still

[12] See: Statistik Bayern Geschlechterverhältnis bei Studierenden in Bayern

lies far behind the Bavarian average of 24.6 % and the German average of 28 %.[13] The average proportion of professorships held by women at universities of applied sciences in Bavaria was 22.6 % in 2021, which Kempten UAS also still has not reached.

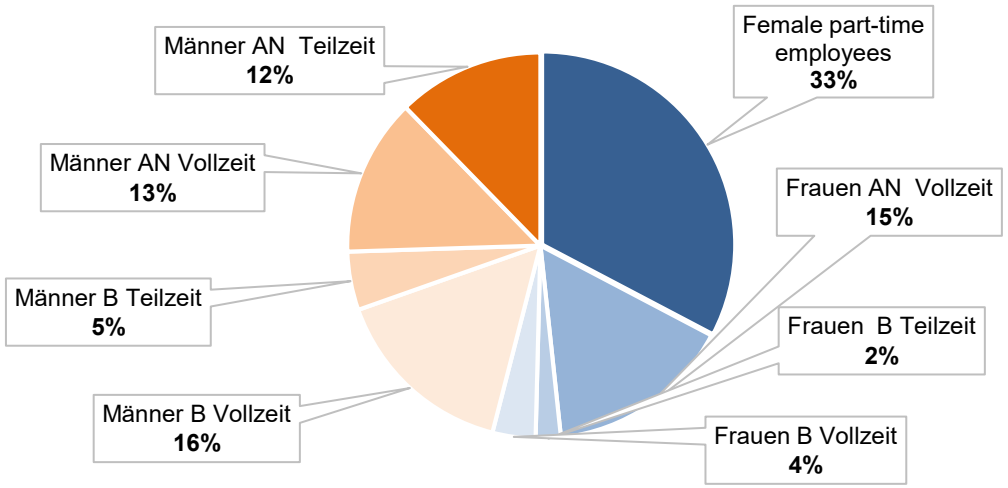
1.6.2 Proportion of women amongst academic support staff

The Gender Equality Plan is based on the current figures for female employees compared to male employees. The situation analysis compares the differences that exist in the proportion represented by women and men in full-time and part-time employment or recruitment at Kempten University of Applied Sciences. It is intended to provide information about the disadvantages that exist for both women and men in the area of academic support, in which 346 employees are employed at the university as at 30 September 2023. During the most recent reporting period (one year), 59 new appointments were made: two male civil servants at qualification levels one and four, and 57 employees, consisting of 30 men and 20 women on fixed-term contracts, plus five women and two men on permanent contracts. Anyone interested in the distribution of recruitment by pay grade can examine the breakdown in the tables attached in the appendix. The figures for the proportion of women amongst academic support staff, broken down according to various indicators, can be found in Tables 7–19.

There are currently 257 employees and 89 civil servants, of whom 192 are women (172 employees, 20 civil servants) and 154 men (85 employees, 69 civil servants). There are 109 women and 27 men in permanent employment, compared to 52 women and 58 men in fixed-term employment. Some 13 members of staff (eleven employees, one female civil servant and one male civil servant) are on leave for family reasons.

The largest grouping of staff is made up by the 109 female part-time employees (32.7 %), followed in equal second place by both the 52 female full-time employees (15.6 %) and the 52 male full-time civil servants (15.6 %). The next largest groups are the 44 male full-time employees (13.2 %) and 41 male part-time employees (12.3 %). The final groups are the 16 male part-time civil servants (4.9 %), 12 female full-time civil servants (3.6 %) and 7 female part-time civil servants (2.1 %).

Thus in percentage terms, the proportion of men who are full-time employees (28.8 %) is significantly higher than the proportion of women (19.2 %).



[13] Proportion of women professors in Germany in 2022 by federal state: https://de.statista.com/statistik/daten/studie/197898/umfrage/frau-enanteil-in-der-professorenschaft-nach-bundeslaendern/ (most recently accessed 11 January 2024)

Diagram based on own illustration: Women and men working in academic support according to employment scope and status

Most full-time staff (26 female employees, 7 female civil servants, 29 male employees and 33 male civil servants) are categorised in the pay group equating to qualification level 3, followed by the pay group equating to qualification level 2 (21 female employees, 11 female civil servants, 5 male employees and 14 male civil servants). The same applies to part-time staff (43 female employees, 4 female civil servants, 34 male employees and 13 male civil servants), i.e. the pay group equating to qualification level 3, followed by qualification level 2 (48 female employees, 4 female civil servants, 3 male employees and 2 male civil servants).

Throughout the reporting period, 30 employees were promoted – 21 women (70.0 %) and 9 men (30.0 %). During that time, 7 male and no female civil servants (100.0 %) were promoted. In the period under review, 28 employees received performance bonuses, of which 22 were women (78.6 %) and 6 men (21.4 %), together with 6 male civil servants (100.0 %) and no female civil servants.

1.6.3 Proportion of women in committees and management positions

In addition to equalising the proportion of women and men at the academic qualification levels, another relevant indicator for participation and co-determination is the extent to which women are involved in the faculties and management level of the university.

The development at faculty level is pleasing. Of the six faculties, one has had a female dean for several years. Furthermore, the proportion of female vice deans (most recently 33 %) and directors of studies (most recently 28.6 %) has increased.

In university management, women can only be found in the offices of the Vice Presidencies. However, there the ratio of women has remained stable at 33 % since 2018, despite changes in personnel. Since 2023, the position of Vice President Internationalisation and Equal Opportunities has been held by a man, while the position of Vice President Research and Transfer has been held by a woman.

In the ten departments that existed on the reporting date in 2018, there was equal representation in their management positions. Three years later, there were two female (20 %) and eight male (80 %) heads of department with seven female (70 %) and three male (30 %) deputies. A new department has been established due to internal restructuring, meaning that eleven management positions will be included in the analysis on the 2023 reporting date. Of these departmental positions, two are currently held by women (18.2 %) and nine by men (81.8 %). There is a balanced ratio of female to male deputies, with three departments not having this role.

The composition of committees is governed by the Bavarian Higher Education Innovation Act (BayHIG).[14] Senate is governed by Art. 35 BayHIG and University Council by Art. 36 BayHIG. A lower level of participation (only one person) is granted to academic support staff as “other staff” in Senate (comprising 11 members) than to other groups. The six faculties are consistently represented predominantly by men, as is also the case for academic staff and students. Besides one other person, the CREO is usually the only female representative, but without voting rights. As of Winter Semester 2023/2024, Senate currently has two female professors representing their faculties and an unusually high proportion of women (27 %), with three women

[14] BayHIG Art. 22 para. 2 The universities shall endeavour to ensure that women and men are represented appropriately in all bodies, including university management and appointment committees.

in total.

University Council (comprising 20 members) includes the elected members of Senate together with key figures in science and culture, in particular from business/industry and professional practice. The same person therefore represents the group “other staff” in both bodies. Art. 41 BayHIG also stipulates, in turn, that academic support staff are represented by one member in each of the faculty councils.

With regard to the committees mentioned here, the academic support group is represented by a man in Senate and therefore also in University Council. However, University Council at least also includes four women as “figures in science and culture” who are non-scientists. In addition, two of the six faculty councils each include one woman from amongst the academic support staff as an elected member.

2. Objectives, fields of action and measures

As stated in the preamble, it is the aim of Kempten University of Applied Sciences to recognise, reduce and prevent any limitations to equal opportunities or to non-discriminatory development and participation.

This requires

... Active application of all legal requirements for equal legal treatment;

... Structures and framework conditions that do not hinder or hamper anyone;

... A culture that is open to the diverse competencies of all members and is oriented towards their values and needs.

For many years now, Kempten University of Applied Sciences has been focusing on compatibility between work and family commitments and the advancement of women in order to implement its gender equality goals, and it has firmly established many offers in this regard. These programmes should of course be continued, updated where necessary and safeguarded (see Section 1.5 “Evaluation”). At the same time, the understanding of equal opportunities has evolved from originally “purely” advancing women. Different target groups have thus emerged, and an intersectional understanding makes it possible to offer more specific programmes to groups of people with this perspective.

For the next five years, work towards equality – understood as a continuous process to reduce discrimination and create equal opportunities – will focus on six fields of action that go beyond measures for the individual advancement of women and activities to improve the compatibility of working and family life to specifically focus on the diverse groups of people at a university. The stated objective is operationalised in the three areas of equality, family and diversity and equipped with measures channelled along the six fields of action. It is important to note that equality objectives and measures are already very broadly based and that establishing diversity in the various fields of action is an ongoing process.

Responsibility for implementing the objectives and measures lies with various individuals, offices and committees at the university. Overall responsibility lies with university management to ensure that the legal mandate is fulfilled and that rights and obligations are safeguarded. Senate approves this plan, thus expressing the conveyed stance and its validity throughout the entire university. The offices of the Vice President Internationalisation and Equal Opportunities and the Central Representative for Equal Opportunities are responsible for basic attention to and awareness of the issues, and they manage operational implementation, which is mainly executed by the BGFD, and advise university management on their responsibilities. The Equal Opportunities Representatives for Academic Support Staff also play a central role in raising awareness and providing advice. The Equality Conference has set itself the task of supporting the implementation of this plan and conducting the necessary discourse throughout the university and at faculty level. Following the adoption of this Gender Equality Plan, the Equality Conference will therefore draw up a schedule for implementing the objectives and measures listed herein. In this implementation schedule, the objectives and measures will be prioritised, assigned to target groups and allocated a time frame, also stipulating the responsibility for implementation and how this will be checked in terms of evaluating the measures. We can only create equal opportunities together, which therefore involves the faculties and central facilities in conjunction with individual measures or co-responsibility, e.g. for sub-projects.

The alignment of objectives and measures with organisational development, studies, teaching, research, personnel and controlling has not been based in the conventional way upon target groups, but rather on the units that make up a university, thus emphasising the precedence of overall development above individual advancement.

1. Organisational development: Addresses the development of equal opportunities where tension exists in a cross-sectional task that influences both the development of values and culture and the strategic management of change with the planned involvement of employees.
2. Controlling: Refers to the current challenge of mapping figures and indicators for monitoring gender equality and diversity in various contexts in order to visualise developments, trends or successes, which in turn requires the availability of reliable data.
3. Personnel: Summarises the objectives and measures that specifically affect the university's scientific and academic support staff.
4. Studies: Focuses not only on students but also on the framework conditions required for successful degree programmes.
5. Teaching: Primarily examines teaching as a place for equal didactic and participatory opportunities and on the framework conditions for teachers.
6. Research: Explores research opportunities, challenges and requirements from the perspective of gender equality standards, such as those set by Horizon Europe and the German Research Foundation ("DFG").

2.1 Organisational development

Following on from the actual developments in equality issues at Kempten University of Applied Sciences, both in terms of personnel and topics, as outlined at the beginning of this document, the university has set itself the overarching development goal of not only supporting individual target groups, but also promoting a basic attitude of respectful and non-discriminatory interaction and a culture of looking and listening in the interest of equal opportunities. In order to make equal opportunities a matter of course, it is necessary to further promote and sustainably secure a gender-equitable cultural change in order to achieve a long-term reduction in structural discrimination and remove barriers to access. This will be achieved through constant work on binding guidelines and by carving and strengthening a self-perception that incorporates equal opportunities. The above-mentioned goal of non-discriminatory participation and development of all university members is ensured through a conscious focus on equity in access to resources, positions, decisions and processes.

2.1.1 All members of the university are empowered and supported by equal opportunity framework conditions

(1) The service agreement on mobile working is constantly evaluated and flanked by further training programmes.

(2) Equal opportunities are an integral part of staff development and address aspects of further training

to suit people's stage in life.

(3) At Kempten University of Applied Sciences, the current rule regarding gender-sensitive language is that both masculine and feminine forms should always be used if anything cannot be phrased neutrally. Special characters are not used in official documents, correspondence or on the website. Current developments are regularly monitored, and the university's above-cited standard is being expanded. Particular focus is being placed on fostering a growing sensitivity towards diversity.

2.1.2 Programmes to help combine work with family life are accessible to all university members

(1) Implementation of the action plan for the Family-friendly University Audit (see Appendix: Table 21).

(2) Support for families is firmly anchored in the university's self-understanding and mission statement, and this is regularly communicated both internally and outwardly.

(3) Sharpening the focus on the target group of family carers; expanding offers in collaboration with the university's scientific institutions.

(4) Expansion of childcare facilities, including in the planned new university building.

(5) Broadening the target groups and developing specific programmes for them, e.g. increasingly for all fathers at the university and young academics.

(6) Development of a paper that expresses the attitudes and standards for "family friendliness at Kempten University of Applied Sciences" in order to secure this self-image and to simplify communication.

2.1.3 Responsibility for equal opportunities and anti-discrimination is anchored long-term

(1) Setting up and training the Complaints Committee in accordance with § 13 of the General Equal Treatment Act ("AGG") and no. 8.2.4 of the Directive on Protection against Sexual Harassment, Sexualised Violence and Discrimination.

(2) Implementing the voluntary commitment to the Diversity Charter.

(3) Checking whether a diversity audit should be used.

(4) Introduction of offers that promote selection of personnel that is sensitive towards gender and diversity in order to make people aware of considering diversity-relevant and intersectional life circumstances without discriminating.

(5) Updating the event format for the "Equal Opportunities Forum".

(6) Expansion of measures and training to sensitise people towards gender and diversity and to promote gender competence for different target groups and integration into suitable existing programmes (e.g. training for managers and teaching staff, workshops for representatives).

2.1.4 Gender-based violence, harassment and discrimination are clearly identified and prosecuted

(1) Public relations work on the newly introduced office of contact person in accordance with § 25 BayHIG and the “Guideline for Protection against Sexual Harassment, Sexualised Violence and Discrimination at Kempten University of Applied Sciences”, adopted in 2023.

(2) Offering training courses on dealing with sexual harassment, sexualised violence and discrimination for all members of the university in collaboration with external advice centres (e.g. Wildwasser e.V. in Augsburg).

2.1.5 A gender- and diversity-sensitive cultural change is taking place

(1) Responsibility for equal opportunities is addressed by the Equality Conference and decentralised to the faculties.

(2) Multipliers are nominated and trained.

(3) Anti-bias training is offered for everyone, but especially for people with responsibility for personnel.

(4) Training programmes are always sensitive towards diversity and equality.

(5) Recruitment processes are being further developed in terms of appreciation and transparency.

(6) Any new construction projects are checked for sensitivity towards gender and diversity with regard to design, furnishings and labelling of rooms, e.g. for sanitary facilities.

(7) Promoting spaces and discussion addressing equal opportunities.

(8) Funding for research and teaching projects related to gender and diversity is being examined.

(9) Co-operative events to raise awareness of disadvantaged groups and the potential for discrimination in society, e.g. reading tours organised by the Arts & Sciences Association and events during the FrauenAktionsTage Kempten campaign days.

2.1.6 A management training plan has been introduced for team and personal development in line with equal opportunities

(1) Introduction of a holistic management training plan. The aim is to enhance the (online) training programmes on specific topics with a kick-off workshop to compare managers' self-image and outward image and to work on these in more depth with individual coaching measures for selected managers and, if required, peer-to-peer coaching programmes.

(2) This ensures that all services are fundamentally sensitive towards diversity and equality, that collaboration partners are trained appropriately in advance, and that suitable skills are a prerequisite for recruitment.

2.2 Controlling

A number of challenges arise in connection with developing equality and diversity strategies at universities. A solid data basis is important for recognising needs, planning effective measures and, not least, being able to assess the impact of measures over comparable periods of time. Increasingly, there are calls on various sides, both internally and externally, to break down equality data records into more detail and also to consider dimensions beyond gender, preferably intersectionally. In particular, the ways in which quantitative diversity data are collected, analysed and used must be conducted with the utmost sensitivity so that, for example, small case numbers do not inadvertently out people with regard to their sexual orientation or other categories, which would make discrimination possible.

Besides the growing requirements for equality controlling, or monitoring equality and diversity, any surveys that are to be conducted at Kempten University of Applied Sciences must be clarified with regard to type and responsibility, and it must be determined which long-term (regular) data is required. The long-term comparability and publication of data must be prioritised, in particular.

2.2.1 Gender equality controlling is anchored structurally

(1) Indicators to be collected for monitoring gender equality that exceed the data required by the Ministry are determined by the Equality Conference.

(2) Responsibility for collecting data and coordination between the departments that collect administrative data, such as Human Resources, FZA and Academic Registry, together with the EOC and the BGFD, is structurally anchored.

(3) Annual publication is ensured, e.g. via reporting on the PIIPE intranet.

2.2.2 Diversity indicators are monitored at Kempten University of Applied Sciences[15]

(1) Clarification of which data (e.g. gender recorded as “diverse”) can be collected, how, and which data is relevant for which purposes. Coordinating responsibilities, scope of collection, processing and publishing data in a manner which is sensitive to data protection regulations, and discussing the necessity and intention of publications.

(2) Checking the implementation of a “diversity climate study” in order to relate the bare numbers to people’s experiences at Kempten University of Applied Sciences.

2.3 Personnel

The increase, as supported by measures, in the proportion of women at all levels of qualification and in all areas in which they are underrepresented serves to promote equal opportunities and reduce gender-specific barriers in the higher education system. Ensuring that women are adequately represented in decision-making bodies brings to bear different perspectives productively, and it makes gender-equitable participation possible. Based on the cascade model and with parity as the goal, structural and staffing measures are used to advance women in science. The advancement of women is also focused upon at the technical/administrative management level of the university.

2.3.1 Four-year targets are set for each faculty for the proportion of women at all academic qualification levels

(1) Targets for the proportion of women are agreed according to the cascade model between university management and each of the faculties. The targets for increasing the proportion of female professors set by the university and the Ministry in the university contract can be used as a guide (see Appendix: Table 20).

(2) Achieving the faculty-specific targets for increasing the proportion of women at all levels of qualification, as stipulated in the university contract, is worked upon in collaboration with the Central Representative for Equal Opportunities, the BGFD and the Vice President Internationalisation and Equal Opportunities.

(3) These targets are flanked by faculty-specific measures and cross-university drives to increase the proportion of women (see 2.3.2, for example).

(4) The documentation for these faculty-specific target agreements for increasing the proportion of women, based on the cascade model, will be subsequently attached to this Gender Equality Plan.

[15] Figures with differential criteria based on categories of discrimination

2.3.2 Greater representation of women at all academic qualification levels[16]

(1) Measures derived from the research project “Evaluation of appointment procedures”, e.g. expanding active recruitment, extending onboarding processes, training appointment chairs on gender bias in appointment procedures and staffing decisions in science, examining part-time professorships, etc.

(2) Intensification in the faculties of the schemes offered by the State Conference of Women’s Representatives (“LaKoF”: sessional lectureship programme, doctoral scholarship, “Become a professor” seminar for women).

(3) Expansion of “Dual Career Service and Advice”.

(4) Expansion of individual and peer-to-peer coaching for young female scientists.

(5) Support for female entrepreneurs in collaboration with the StartUp Centre at Kempten University of Applied Sciences.

2.3.3 Greater representation of women in committees and management functions

(1) Seminar offered on LaKoF committee work.

(2) The LREOs are further alleviated, and this is stipulated in the Ordinance on Teaching Duties (“LufV”).

(3) Producing a development programme to prepare junior staff for management positions in administration.

(4) The possibility of part-time/job sharing continues to be specially emphasised, particularly in management positions.

Approaches 3 and 4 are being pursued in order to return to equal representation in the area of departmental management.

[16] Target figures are defined in the university contract (see Appendix: Table 20); implementation outlined in section 2.3.1 of this document.

2.4 Studies

Students in different life circumstances and conditions should be given greater consideration and provided with appropriate framework conditions that enable goal-oriented and self-determined learning. Kempten University of Applied Sciences would like to offer all students equal opportunities during their studies and is therefore committed to promoting access to education and participation in the academic system. The aim is to reduce drop-out rates and increase career opportunities.

2.4.1 Barriers dismantled to access and participation resulting from structural disadvantages

(1) Promotion and support of empowerment structures, e.g. through campaigns by *Arbeiterkind* (for youngsters from non-academic backgrounds), *Initiative Klischeefrei* (combatting clichés), *AK queer* (queer working group).

(2) Activities organised by Kempten University of Applied Sciences at schools to counteract stereotypes affecting career choices.

(3) Creating spaces for discussion, structures for participation, portraying people who have previously been underrepresented in the university's image; e.g. quiet room for religious students.

(4) Supporting female students and/or students from non-academic households in their academic career development.

(5) Examining a student survey on experiences of discrimination.

2.4.2 Increased proportion of female STEM students in the Faculties of Mechanical Engineering, Electrical Engineering and Computer Science

(1) Degree programmes with a low proportion of women are assisted in developing greater sensitivity towards gender and diversity, pointing out helpful approaches and opportunities for reflection.

(2) Degree programme descriptions and presentations (media) have been revised with LUB (a linguistic consultancy company).

(3) Running a "Women in STEM" poster campaign and screening the film "Picture a Scientist" with keynote speech and discussion.

(4) Decentralised research institutes act collaboratively in the targeted recruitment of female students for STEM degree programmes.

2.4.3 Specific programmes to support students with children

(1) Coaching programme "Group dynamics and processes – my role in the group".

(2) Networking opportunities have been expanded and evaluated.

(3) Regular review of how compensating for pregnant students' disadvantages is anchored in legal scripts – if necessary, then stipulated in separate publications.

(4) Study afternoons with games are offered every semester to support students with child(ren) during the intensive examination phase.

(5) The possibility of creating a children's corner in the library is being examined.

(6) The topic of studying abroad with a child is addressed, and support services are being created.

(7) Increasing "children's sick days" during the practical semester.

2.5 Teaching

A gender- and diversity-conscious perspective in teaching aims to enable all students to successfully participate in the learning process. University teaching therefore requires customised teaching concepts and didactic tools. A comprehensive approach to gender- and diversity-sensitive teaching must take several aspects into consideration – from the (self-)perception of teachers through to the choice of subject matter and teaching/learning methods, communication and interaction, including how performance is assessed and the framework conditions.

2.5.1 Teaching at Kempten UAS is designed to be sensitive towards diversity

(1) The "Diversity for Teaching" toolbox has been updated and is constantly being publicised.

(2) A contact person for gender- and diversity-sensitive teaching has been appointed, and training courses are available.

(3) Further training opportunities for teachers are offered, for example by BayZiel Didaktikzentrum.

(4) Barrier-free framework conditions are being further developed in collaboration with the Representative for Students with Disabilities.

2.5.2 Teaching evaluation includes aspects of gender- and diversity-sensitive course design

(1) Survey on students' satisfaction with sensitivity towards gender and diversity in the way courses are designed.

(2) Integration of the survey into regular teaching evaluation is being examined.

2.6 Research

German and European research funding programmes are increasingly demanding that applications integrate gender and diversity aspects[17] – both in terms of the framework conditions designed for research staff and reflecting gender and diversity as an essential part of preparing a research project. Besides gender equality in career development, it is also relevant to design framework conditions for participating in research that keep this an interesting option when people have (or are planning) a family, for example.

Gender- and diversity-sensitive research helps to improve the scientific quality of research findings. Considering factors that could lead to marginalisation and discrimination helps to close the "gender data gap",[18] which is already recognised in various disciplines.

> "For example, crash test dummies designed to represent male and female body shapes show the specific risks of injury for both genders and help to prevent them. Research into the risks of osteoporosis in men has long been neglected; however, it is now known that around one third of men are also affected and require effective therapies." (DFG 2020)[19]

2.6.1 Framework conditions for researchers at Kempten University of Applied Sciences are family-friendly and support people who are affected by structural disadvantages

(1) In research projects, pregnant women are offered tangible (additional) support to continue their research, e.g. if laboratories may no longer be entered during pregnancy.

(2) Diversity- and gender-sensitive support programmes for doctoral studies have been established.

2.6.2 Gender- and diversity-sensitive research is supported at Kempten University of Applied Sciences

(1) Seeking advice on gender and diversity is encouraged for compiling research proposals.

(2) The possibility is being examined of training programmes to raise awareness of gender- and diversity-sensitive research approaches.

(3) Sensitivity towards diversity in communicating research results is being examined.

[17] German Research Foundation ("DFG"): https://www.dfg.de/en/basics-topics/developments-within-the-research-system/diversity-dimensions
Horizon Europe: https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en (most recently accessed 22 October 2024)

[18] The gender data gap refers to missing or underrepresented data collection for a specific gender in data collection procedures that are relevant socially, economically, medically, culturally, or in terms of safety. Usually, but not always, the gender data gap is detrimental towards women. In addition, the term also refers to the lack of surveys that only concern one gender, but which would have economic and political consequences, such as the amount of unpaid labour involved in women's domestic activities or in raising children and caring for relatives. See also: https://www.fes.de/wissen/gender-glossar/gender-data-gap or https://www.dfg.de/de/grundlagen-rahmenbedingungen/entwicklungen-im-wissenschaftssystem/vielfaeltigkeitsdimensionen (most recently accessed 3 May 2024)

[19] See statement by the DFG Senate (in German) https://www.dfg.de/resource/blob/174154/abe30fcc0aaa3527e6930f9a64ab7375/stellungnahme-data.pdf. For further examples, see: www.dfg.de/en/basics-topics/developments-within-the-research-system/diversity-dimensions (most recently accessed 3 May 2024)

3. Evaluation

A review of the measures to achieve the objectives is to be carried out by the Equality Conference no later than halfway through the term of this plan. This can be done, for example, by comparing the target groups reached in a matrix of measures, event monitoring and a target group survey. The plan is to be evaluated at the end of its term. The means of evaluation used and the responsibilities are set out in the implementation schedule.

4. Further development and outlook

In order to be able to monitor implementation more precisely, the Equality Conference will outline the implementation schedule in a table to operationalise the planned objectives and measures. In this implementation schedule, each individual measure will be placed in relation to the target group to be reached, the implementation period, the persons responsible and the means to be used for evaluation. Subsequent prioritisation / implementation-oriented annual planning is also possible. As stated in the introduction to the fields of action for formulating key objectives and measures, many objectives can only be achieved in close cooperation and consultation between the university's faculties and central facilities. The implementation schedule is seen as the basis for explicitly agreeing this cooperation and defining responsibilities.

Here is an example of how this implementation schedule might look:

Implementation schedule for the Gender Equality Plan at Kempten University of Applied Sciences (KUAS)						
	Measure	**Target group**	**Period**	**Respons-ibility**	**Means of evaluation**	**Remarks**
2.1.1 (1)	Evaluation of the service agreement on mobile work	KUAS employees	Annual repetition	Task Force	Reporting and staff sur-vey	None
2.2.1 (2)	Controlling agreement	Staff and students	Spring 2024	HR dept., BGFD, FZA,	Reporting	Round table with all stakeholders
...						

Entry into force and continuation

The draft Gender Equality Plan was scrutinised, discussed and approved by the Extended University Executive Board and Senate of Kempten University of Applied Sciences in March and May 2024. It is valid for the period 2024 to 2028.

Kempten, 14 May 2024

_____
Professor Dr Wolfgang Hauke, President of Kempten University of Applied Sciences

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Christian Herrmann, Chancellor of Kempten University of Applied Sciences

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Professor Dr Arthur Kolb, Vice President Internationalisation and Equal Opportunities at Kempten University of Applied Sciences

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Professor Dr Veronika Schraut, Central Representative for Equal Opportunities for Women in Science at Kempten University of Applied Sciences

_____
Professor Dr Andreas Stiegelmeyr, Chair of Senate of Kempten University of Applied Sciences

Appendix

List of tables

Table 1: Number and proportion of professors by faculty

Figures relate to the winter semesters 2017/2018; 2020/2021; 2022/2023, on each 1 October.

			BA		EE		CS		ME		SH		TM		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2018	Professors	F	4	18	1	4	1	5	5	11	8	50	2	14	21	**15**
		M	18	82	24	96	21	95	40	89	8	50	12	86	123	85
2021	Professors	F	3	15	1	4	1	5	5	12	11	55	2	14	23	**16**
		M	17	85	24	96	21	95	37	88	9	45	12	86	119	84
2023	Professors	F	5	24	1	4	0	0	6	14	13	57	2	14	27	**18**
		M	16	76	24	96	24	100	38	86	10	43	12	86	124	82

Table 2: Number and proportion of sessional lecturers by faculty.

Figures relate to the winter semesters 2019/2020; 2020/2021; 2022/2023, on each 1 October.

			BA		EE		CS		ME		SH		TM		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2020	Sessional lecturers	F	26	38	11	28	5	29	34	34	42	48	18	44	155	**40**
		M	43	62	28	72	12	71	66	66	46	53	23	56	235	60
2021	Sessional lecturers	F	7	18	9	36	4	25	21	27	33	46	13	39	87	**34**
		M	31	82	16	64	12	75	56	73	38	54	20	61	173	66
2023	Sessional lecturers	F	5	17	8	47	2	15	11	34	22	47	9	39	57	**35**
		M	24	83	9	53	11	85	21	66	25	83	14	61	104	65

Table 3: Number and proportion of master's students by faculty.

The figures refer to the winter semesters 2017/2018; 2020/2021; 2022/2023 on the date that the university statistics were published for each.

			BA		EE		CS		ME		SH		TM		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2018	Master's students	F	51	56	39	16	10	25	28	14	65	81	35	70	228	**33**
		M	40	44	199	86	29	75	171	56	15	19	15	30	469	67
2021	Master's students	F	42	51	29	12	14	12	28	12	49	86	25	61	187	**24**
		M	41	49	220	88	103	88	201	88	8	14	16	39	589	76
2023	Master's students	F	35	50	28	15	10	8	29	16	66	88	33	65	201	**28**
		M	35	50	163	85	114	92	156	84	9	12	18	35	495	72

Table 4: Number and proportion of bachelor's students by faculty.

The figures refer to the winter semesters 2017/2018; 2020/2021; 2022/2023 on the date that the university statistics were published for each.

			BA		EE		CS		ME		SH		TM		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2018	Bachelor's students	F	414	51	111	15	78	12	262	21	629	80	497	83	1991	**41**
		M	406	49	652	85	590	88	963	79	158	20	100	17	2869	59
2021	Bachelor's students	F	417	48	63	11	110	15	242	22	660	81	484	81	1976	**42**
		M	450	52	517	89	639	85	877	78	155	19	110	19	2748	58
2023	Bachelor's students	F	370	47	58	12	118	16	199	22	665	80	337	78	1747	**42**
		M	416	53	416	88	604	84	691	78	166	20	95	22	2388	58

Table 5: Number and proportion of women and men in university management positions

Figures relate to the winter semesters 2017/2018; 2020/2021; 2022/2023, on each 1 October.

		President		Vice Presidents		Chancellor		Vice Chancellor		Total	
2018	Women	0	0 %	1	33 %	0	0 %	0	0 %	1	**20 %**
	Men	1	100 %	2	66 %	1	100 %	1	100 %	5	80 %
2021	Women	0	0 %	1	33 %	0	0 %	0	0 %	1	**20 %**
	Men	1	100 %	2	66 %	1	100 %	1	100 %	5	80 %
2023	Women	0	0 %	1	33 %	0	0 %	0	0 %	1	**20 %**
	Men	1	100 %	2	66 %	1	100 %	1	100 %	5	80 %

Table 6: Number and proportion of women and men in faculty management

Figures relate to the winter semesters 2019/2020; 2020/2021; 2022/2023, on each 1 October.

		Dean		Vice Dean		Director of Studies		Total	
2020	Women	1	16.7 %	1	16.7 %	1	16.7 %	3	**17 %**
	Men	5	83.3 %	5	83.3 %	5	83.3 %	15	83 %
2021	Women	1	16.7 %	1	16.7 %	1	16.7 %	3	**17 %**
	Men	5	83.3 %	5	83.3 %	5	83.3 %	15	83 %
2023	Women	1	16.7 %	2	33.3 %	2	28.6 %	5	**26 %**
	Men	5	83.3 %	4	67.7 %	5	71.4 %	14	74 %

Table 7: Number, proportion and overall ratio of women and men recruited as academic support staff.

Figures each relate to the period from 1 October of the previous year to the reporting date of 30 September.

			Fixed-term (f/m)		Permanent (f/m)		Total ratio Fixed-term	Total ratio Permanent
2018	Employees	Women	26	70.3 %	2	66.7 %	61.9 %	4.8 %
		Men	11	29.7 %	1	33.3 %	26.2 %	2.4 %
	Civil servants	Women	-	-	0	0.0 %	-	0
		Men	-	-	2	100.0%	-	4.7 %
2021	Employees	Women	24	46.2 %	4	57.1 %	40.7 %	6.8 %
		Men	28	53.8 %	3	42.9 %	47.4 %	5.1 %
	Civil servants	Women	-	-	0	0.0 %	-	0
		Men	-	-	0	0.0 %	-	0
2023	Employees	Women	20	40.0 %	5	71.0 %	33.9 %	8.5 %
		Men	30	60.0 %	2	29.0 %	50.8 %	3.4 %
	Civil servants	Women	-	-	0	0.00 %	-	0
		Men	-	-	2	100.0 %	-	3.4 %

Table 8: Classification by pay grade of women and men recruited as research support staff.

Figures each relate to the period from 1 October of the previous year to the reporting date of 30 September.

			1st-level qualification (or comparable)	2nd-level qualification (or comparable)	3rd-level qualification (or comparable)	4th-level qualification (or comparable)
2018	Employees	Women	3	7	13	5
		Men	2	2	7	1
	Civil servants	Women	0	0	0	0
		Men	0	1	1	0
2021	Employees	Women	1	6	12	9
		Men	0	1	14	16
	Civil servants	Women	0	0	0	0
		Men	0	0	0	0
2023	Employees	Women	1	6	16	2
		Men	1	4	26	1
	Civil servants	Women	0	0	0	0
		Men	0	1	0	1

Table 9: Academic support staff as at 30 September.

	Employees	Civil servants
2018	162	68
2021	205	71
2023	257	89

Table 10: Number and proportion of women and men working in academic support as at 30 September.

	Women		Men	
2018	131	57.0 %	99	43.0 %
2021	146	52.9 %	130	47.1 %
2023	192	55.0 %	154	45.0 %

Table 11: Number, proportion and total proportion of women and men in full-time and part-time employment as at 30 September.

			Full-time (f/m)		Part-time (f/m)		Total ratio Full-time	Total ratio Part-time
2018	Employees	Women	38	58.5 %	76	78.4 %	16.5 %	33.0 %
		Men	27	41.5 %	21	21.6 %	11.7 %	9.1 %
	Civil servants	Women	11	20.8 %	6	40.0 %	4.8 %	2.6 %
		Men	42	79.2 %	9	60.0 %	18.3 %	3.9 %
2021	Employees	Women	47	51.6 %	86	75.4 %	17.0 %	31.2 %
		Men	44	48.4 %	28	24.6 %	15.9 %	10.1 %
	Civil servants	Women	5	10.9 %	8	32.0 %	1.8 %	2.9 %
		Men	41	89.1 %	17	68.0 %	14.9 %	6.2 %
2023	Employees	Women	52	54.2 %	109	72.7 %	15.6 %	32.7 %
		Men	44	45.8 %	41	27.3 %	13.2 %	12.3 %
	Civil servants	Women	12	18.8 %	7	30.4 %	3.6 %	2.1 %
		Men	52	81.3 %	16	69.6 %	15.6 %	4.8 %

Table 12: Number and proportion of women and men (only employees, who are not civil servants) with fixed-term or permanent employment contracts as at 30 September.

		Fixed-term		Permanent	
2018	Women	40	58.0 %	74	79.6 %
	Men	29	42.0 %	19	20.4 %
2021	Women	46	50.0 %	87	77.0 %
	Men	46	50.0 %	26	23.0 %
2023	Women	52	47.3 %	109	80.1 %
	Men	58	52.7 %	27	19.9 %

Table 13: Classification by pay grade of women and men working full-time as academic support staff as at 30 September.

			1st-level qualification (or comparable)	2nd-level qualification (or comparable)	3rd-level qualification (or comparable)	4th-level qualification (or comparable)
2018	Employees	Women	0	17	18	3
		Men	1	9	16	1
	Civil servants	Women	0	2	9	0
		Men	5	10	25	2
2021	Employees	Women	0	18	24	5
		Men	1	13	26	4
	Civil servants	Women	0	2	3	0
		Men	3	14	23	1
2023	Employees	Women	0	21	26	5
		Men	1	11	29	3
	Civil servants	Women	0	5	7	0
		Men	3	14	33	2

Table 14: Classification by pay grade of women and men working part-time as academic support staff as at 30 September.

			1st-level qualification (or comparable)	2nd-level qualification (or comparable)	3rd-level qualification (or comparable)	4th-level qualification (or comparable)
2018	Employees	Women	6	32	29	9
		Men	2	1	16	2
	Civil servants	Women	0	3	3	0
		Men	1	4	4	0
2021	Employees	Women	5	42	30	9
		Men	0	1	24	3
	Civil servants	Women	0	3	5	0
		Men	1	3	12	1
2023	Employees	Women	6	48	43	12
		Men	1	4	34	2
	Civil servants	Women	0	3	4	0
		Men	1	2	13	0

Table 15: Number and proportion of promotions and upgrades of women and men working as academic support staff

Figures each relate to the period from 1 October of the previous year to the reporting date of 30 September.

		Employees		Civil servants	
2018	Women	9	47.4 %	1	6.7 %
	Men	10	52.6 %	14	93.3 %
2021	Women	11	64.7 %	1	20.0 %
	Men	6	35.3 %	4	80.0 %
2023	Women	21	70.0 %	0	0.0 %
	Men	9	30.0 %	7	100.0 %

Table 16: Number and proportion of performance bonuses for women and men working as academic support staff.

Figures each relate to the period from 1 October of the previous year to the reporting date of 30 September.

		Employees		Civil servants	
2018	Women	16	76.2 %	0	0.0 %
	Men	5	23.8 %	6	100.0 %
2021	Women	35	79.5 %	1	7.7 %
	Men	9	20.5 %	12	92.3 %
2023	Women	22	76.8 %	0	0.0 %
	Men	6	21.4 %	6	100.0 %

Table 17: Leave of absence (for family reasons) for women and men working as academic support staff as at 30 September.

			1st-level qualification (or comparable)	2nd-level qualification (or comparable)	3rd-level qualification (or comparable)	4th-level qualification (or comparable)
2018	Employees	Women	0	0	1	5
		Men	0	0	0	0
	Civil servants	Women	0	0	0	0
		Men	0	0	0	0
2021	Employees	Women	0	3	4	2
		Men	0	0	0	0
	Civil servants	Women	0	0	1	0
		Men	0	0	0	0
2023	Employees	Women	0	3	7	1
		Men	0	0	0	0
	Civil servants	Women	0	0	1	0
		Men	0	1	0	0

Table 18: Number of women and men on university committees

Figures relate to the winter semesters 2017/2018; 2020/2021; 2022/2023, on each 1 October.

		Senate	University Council	FC BA	FC EE	FC CS	FC ME	FC SH	FC TM
2018	Women	3	6	0	0	0	1	3	4
	of whom academic support staff (f)	0	0	0	0	0	0	1	1
	Men	8	12	8	9	7	6	3	4
	of whom academic support staff (m)	1	1	1	1	1	1	0	0
2021	Women	1	5	1	1	0	0	6	6
	of whom academic support staff (f)	0	0	0	0	0	0	1	1
	Men	8	13	9	10	10	9	5	5
	of whom academic support staff (m)	1	1	1	1	1	1	0	0
2023	Women	2	6	3	2	0	1	9	5
	of whom academic support staff (f)	0	4	0	0	0	0	1	1
	Men	9	15	7	9	10	8	2	5
	of whom academic support staff (m)	1	7	1	1	1	1	0	0

Table 19: Number and proportion of women and men with position of head or deputy head of department as at 30 September

		Head of Department		Deputy Head of Department	
2018	Women	5	50.0 %	4	44.4 %
	Men	5	50.0 %	5	55.6 %
2021	Women	2	20.0 %	7	70.0 %
	Men	8	80.0 %	3	30.0 %
2023	Women	2	18.2 %	4	50.0 %
	Men	9	81.8 %	4	50.0 %

Table 20: Target numbers for proportion of female professors at KUAS for 2026 per subject group according to the university contract between the Ministry and Kempten University of Applied Sciences for the period 2023-2026; see p. 16

Subject group	Female professors 01.12.2021	Target number for KUAS	Increase in female professors (in % of positions to be filled)
Engineering Sciences (Faculties of ME, EE, CS)	6	12	6 (27.3 %)
Law, Economics and Social Sciences (Faculties of BA, TM, SH)	20	29	9 (50.0 %)
Total	26	41	15 (37.5 %)

Table 21: Action plan for the Family-friendly University Audit, duration 2023-2026

Family-friendly University Audit action plan		
	Objective	Measures in keywords
1	Sensitise management and make them confident to act; strengthen the implementation of offers and measures for fairness towards families	• Address basic questions to managers • Professional development programmes for managers • Peer-to-peer coaching for managers • Individual coaching for managers • Position paper for external coaches
2	Continue to develop working conditions, in particular mobile working as a permanent mode of work	• Continue to develop working conditions, in particular mobile working as a permanent mode of work • Surveys/evaluations on specific topics based on working conditions such as care and flexibility
3	Combine diversity and family-friendly university even more systematically in terms of intersectionality	• Sort dimensions • Make diversity visible • Create opportunities for meeting as part of (student) projects
4	Re-address caring for relatives as a specific challenge in combining work or study with private life	• Raise awareness, increase visibility • Make care a topic in teaching • Utilise flexibility • Offer advice/counselling and discussion • Evaluate implementation of legal options
5	Continue to develop targeted support and advisory/ counselling services	• Train and establish “mental first-aiders” • Support students with family responsibilities • Expand childcare services • Examine support for professors with regard to taking children’s sick days or using other arrangements • Examine possible special offers for junior female researchers with families
6	Utilise and continue to develop family-friendly-university profile across all issues	• Provide a guiding framework for all university members • Incorporate the Gender Equality Plan into the university’s strategic objectives