

Facts, figures and data on gender equality

at Aschaffenburg University of Applied Sciences

GENDER EQUALITY PLAN

2020 – 2025



TH Aschaffenburg
university of applied sciences

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Preamble

Aschaffenburg University of Applied Sciences is aware of its mission to serve society and in its mission statement explicitly commits to diversity, mutual respect, equal opportunities, gender equality and participation.

Within its sphere of influence, it ensures that fundamental rights are upheld by ensuring that higher education policy decisions are aligned with them, as well as the normative and administrative measures implemented. Both continuous observation of the gender equality situation and the ongoing development of appropriate measures are crucial in order to ensure equal opportunities. With its Gender Equality Plan, the university is strengthening the position of women by promoting equal opportunities in academia, research and innovation, as called for by the EU Commission for the entire European Union in its seven-year framework programme for research, Horizon Europe.

In its 2021 gender equality concept, Aschaffenburg UAS follows on from previous concepts, expanding them and setting out plans for the further development of gender equality policy at the university up until 2025. The equality between women and men is recorded at all levels: in the area of professorships, boards, academic staff, non-academic staff and students. In all its decisions, the university seeks to take the different impact on men and women into account, thereby ensuring comprehensive gender equality (gender mainstreaming).

The university management is responsible for the gender equality concept, which is available to all AUAS members on the AUAS intranet, and for this abridged version, which is published on the AUAS website.

Aschaffenburg, 29 November 2021



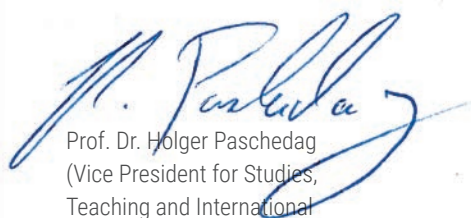
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*“Men and women are equal. The state shall promote the actual implementation of equal rights for women and men and take steps to eliminate disadvantages that now exist.”
(Art. 3 para. 2 Basic Law)*

1. Gender equality work at Aschaffenburg UAS

Teaching started at Aschaffenburg UAS in 1995 with 89 students and four professors on the Business Administration degree programme. By the winter semester 2020/21 (reporting point GEC 2020), it had grown to 3,331 students, 105 professors and 234 staff members (as of October 2021): 3,427 students, 110 professors and 269 employees). With its two faculties of Business and Law (FoBL) and Engineering (FoE), Aschaffenburg UAS is one of the smaller universities in Bavaria. It offers business-oriented, predominantly interdisciplinary and innovative degree programmes and is particularly strong in research.

The university currently awards degrees for eighteen undergraduate bachelor's degree programmes and five consecutive master's degree programmes (as of 01.10.2021), including work/study and blended learning programmes.

Gender equality means that women and men at all levels of the organisation enjoy the same opportunities to attain their goals, needs and aspirations. Gender equality is the responsibility of all members of the university and is a strategic management task. (DFG 2017)

In accordance with the legal obligations arising from the Bavarian Gender Equality Act (BayGlG), the first gender equality concept for non-academic staff at the university was drawn up in June 2009, followed as early as April 2010 by the first gender equality concept for academic staff and students.

The Gender Equality Concept 2020 issued in 2021 presents a review of the ten years that have passed since then, also providing a statistical record. The aim of this comprehensive concept for all status groups is to expand and further advance gender equality work at the university and to adapt it to current conditions. In accordance with Art. 4 para. 1 of the Bavarian Gender Equality Act, it is valid for five years – from 2020 to 2025.

In addition to the constitutional mandate based on Art. 3 para. 2 of the Basic Law, the legal basis for the concept to promote the implementation of equal rights for women and men is provided firstly by Art. 4 and Art. 2 of the Bavarian Higher Education Act (BayHschG) and secondly

Art. 2, Art. 4 – 6, Art. 7-14, Art. 16, Art. 17 and Art. 21 of the Bavarian Gender Equality Act, as well as Art. 2 para. 3 (5) of the Interstate Study Accreditation Treaty (*Gemeinsamer Studienakkreditierungsstaatsvertrag der Bundesländer*) and Section 15 of the Specimen Decree (*Musterrechtsverordnung*)

Three important overarching goals for gender equality work at the university result from this legal basis, taking into account the available budgetary resources:

- Increase the share of women in underrepresented areas
- Ensure the compatibility of family and career or family and academic study
- Ensure equal opportunities for women and men

In this way, Aschaffenburg UAS reaffirms its commitment to promoting gender equality at all levels, regarding this as a cross-sectoral task that is absolutely imperative in the modern world. The university previously committed to its gender equality mission and to being family-friendly institution in its 2011 mission statement and does so again in its new 2021 mission statement. These commitments are likewise pursued in the University Development Plan of 2017. Family-friendliness is implemented in practice, regularly reviewed and further developed based on certification as a family-friendly university (*fgh*), a process which has been conducted since 2006 by the company berufundfamilie Service GmbH. In the regular target agreements concluded between the Bavarian State Ministry for Science and Art and Aschaffenburg UAS, the university undertakes to increase its share of women in professorships and other positions or to maintain it above the average for Bavarian universities.

Important actors in gender equality work include the women's representatives who – in addition to their teaching – work proactively to ensure any disadvantages to female academics, teachers and students are avoided. The UAS Women's Representative (four semester hours per week relief) is elected by the Senate for two years at a time: she is a member of the extended university management and the Senate, in which she holds voting rights, and is a member of other bodies such as the University Council, the committee for the allocation of study grants, the selection board for the *Deutschlandstipendium*, the representative assembly of the Student Union and the Research Commission. She is also involved in the recruitment procedures for academic staff (professors, teaching staff for special tasks, research assistants). The Family and Women's Office was set up in 2016 and has two employees; it supports the Women's

Representative in developing concepts, implementing gender equality policy measures, networking, public relations work including social media and family support. The Family and Women's Office is also currently responsible for managing and maintaining gender equality data. At faculty level, the issue of gender equality is promoted by the elected Faculty Women's Representatives (two semester hours per week relief), who are entitled to vote on the Faculty Councils and the Appointments Committees.

Equal opportunities work in the area of non-academic staff at the university is undertaken by the Gender Equality Officer, who is now given adequate time off for this purpose (six hours per week). She advises on gender equality issues, supports the implementation of the law through her own initiatives and promotes the improvement of the situation of women as well as the compatibility of family and work for both women and men.

In addition to the close in-house cooperation between the gender equality actors, there is also networking within the region including involvement in national networks such as the State Conference of the Bavarian Women's Representatives at Universities of Applied Sciences, *BayernMentoring* and the Advisory Council of the Gender Equality Representatives at Bavarian Universities, the network of *Familienpakt Bayern*, the network of Family Service Centres at Bavarian Universities and the network *Bielefelder Fragebogen*. In 2020, the university joined the national initiative for women in STEM professions *Komm, mach MINT* and the *initiative Klischeefrei*.

In retrospect, it was possible to continue almost all measures documented in previous concepts and put the planned measures into practice. Gender equality work in recent years has clearly improved in terms of professionalism and differentiation.

The aim for the future is to continuously update data and measures based on the aspects required by law, in a way that allows qualified assessment of the actual gender equality situation and equal opportunities at the university. In addition, it is important to ensure that established measures are continued.

For this reason, the university will seek to focus on the following **fields of action** when determining future gender equality activities:

- Organise gender equality work on a sustainable basis
- Embrace family-friendliness in practice
- Raise awareness of equal opportunities – introduce quality management
- Ensure equal opportunities among non-academic staff
- Increase the share of women in professorships (Target Agreement 4.0)
- Dismantle stereotypes – attract female students to the FoE (Target Agreement 4.0)

Based on an in-depth analysis of the data and the previous gender equality work with its strengths and weaknesses, the gender equality concept includes numerous detailed individual measures developed for these fields of action to create a gender **equality action plan**, which Aschaffenburg UAS intends to implement in the course of the next five years.

2. Data collection and analysis

2.1 Non-academic staff (reporting date 30.06.2020)

The number of non-academic staff has increased by 87 since 2010, which is an **increase of 107%** and, as of the reporting date, stands at 120 collective agreement employees and 48 civil servants. Of these 168 employees, **58.9%** are women. Women are clearly in the majority in the non-technical sector.



Fig. 1: Total share of women in 2020 (non-academic)

By gender and organisational unit (employees and civil servants; excluding staff who are students at the same time)

	Men		Full-time		Part-time		Women		Full-time		Part-time		Share of women
			perma- nent	fixed- term	perma- nent	fixed- term			perma- nent	fixed- term	perma- nent	fixed- term	
Faculties*													
- Administrative services	2		0	0	0	2	20		5	2	4	9	90.9%
- Technical services	39		28	5	4	2	9		4	0	2	3	18.8%
Central university administration and staff units	14		11	2	0	1	61		16	7	28	10	81.3%
Library	0		0	0	0	0	7		3	1	2	1	100%
Computer centre	14		8	6	0	0	2		1	0	1	0	12.5%
Total	69		47	13	4	5	99		29	10	37	23	58.9%

*incl. ZeWIS research centre, Language Centre and Centre for Natural Sciences

Civil servants

Of 48 persons with civil servant status (including the President) in the non-academic sector, 35 are male and 13 female as of the reporting date, which is a **female quota of 27.1%**. The share of women in this group has increased only slightly since 2010 (25%). Of the 48 civil servants, most (33) are employed at qualification level 3, one third of whom are women.

The majority of the non-academic employees with civil servant status are employed at the FoE as laboratory engineers/ technicians (3 out of 27 in total are women). The fundamental lack of young women in STEM subjects is subsequently reflected the professions themselves, so this is also a problem in the non-academic area at AUAS.

In addition, civil servants cannot be appointed to part-time positions under civil service law. This means that those who are only employed on a part-time basis are not able to gain civil servant status. Since about twice as many women as men work

part-time as of the reporting date, women are more affected by this structural disadvantage than men.

Collective agreement employees

The **share of women** has always predominated among the 120 collective agreement employees, most recently at a level of **71.7%** as compared to 28.3% of men as of the reporting date. Most of the employees are in pay grades E 9 to E 12 (25 men and 46 women).

Part-time and full-time

The share of women has always predominated among the 120 collective agreement employees, most recently at a level of **71.7%** as compared to 28.3% of men as of the reporting date.

Among **the civil servants**, the rate has increased significantly (2010: 2.8%, 2020: **14.6%**), but it is still much lower than that of **employees covered by collective agreements**, among whom there has also been a slight upward trend since 2017 (excluding

students working part-time) (2017: 48.9%, 2020: 51.7%). Civil servant positions as such are always full-time positions, whereas the other positions are usually advertised as part-time positions from the outset, often also involving a fixed-term contract. Currently, out of seven part-time civil servants, two are civil servants and one is a civil servant working part-time under family policy provision (*familienpolitische Teilzeit*). In the case of employees, the reasons for part-time work can vary considerably. Of 62 part-time employees here, only six are on part-time parental leave, all of them women (incidentally, 15 are on full leave, of whom 86.7% are women).

Of the 69 part-time employees, 60 are women, which is very high share at 87.0%. It was already noted in the GEC 2009 that the offer of part-time employment is almost exclusively taken up by women. Nothing has changed in this respect.

The part-time rate among women in general is 60.6% (60 out of 99 women). The part-time rate among men in general is only 13.0% (9 out of 69 men).

In the group of collective agreement employees, the part-time rate among women has been consistently above 60% since 2017; as of the reporting date, it was 66.3% (57 out of 86 women). The part-time rate among men is only 14.7% (5 out of 34 men).

Due to the lower number of female civil servants in the non-academic sector, fluctuations in the share of part-time employees are more pronounced over time (2010 – 2020). The part-time rate is currently 23.1% (three out of 13 women). In 2010, there was only one female civil servant (out of nine) working part-time out of a total of 36, while there are currently four male and three female civil servants working part-time out of a total of 48. The part-time rate among civil servants is 11.4% (four out of 35 men). Of the seven part-time civil servants, three (two men, one woman) work part-time under family policy provisions (*familienpolitische Teilzeit*).

Promotions and upgrades

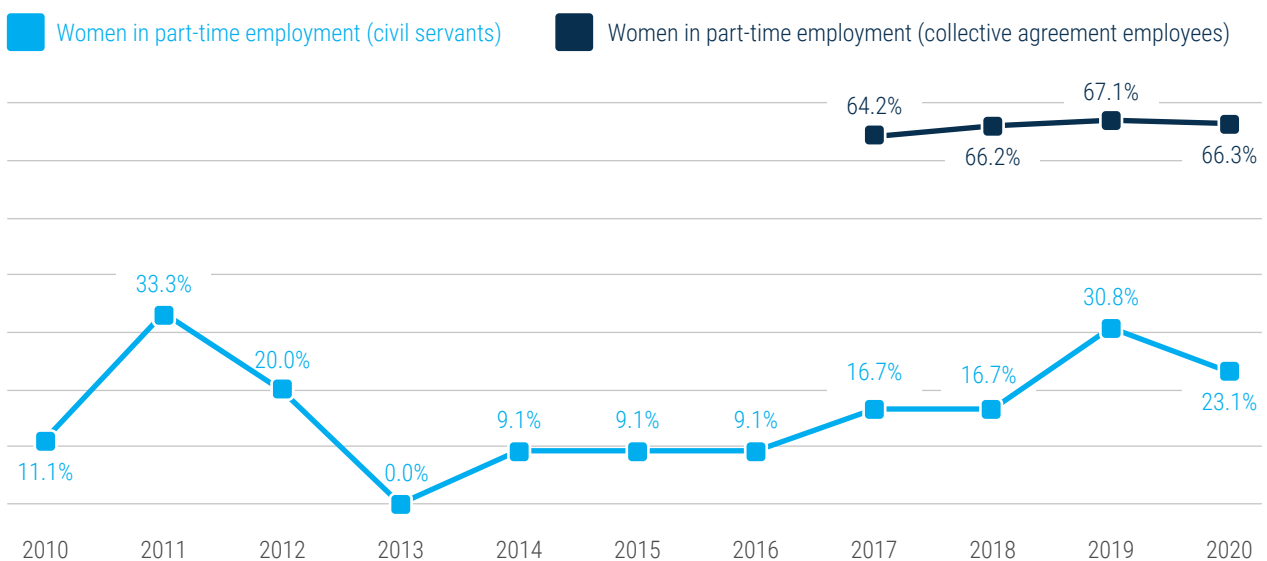
These indicators were recorded for the first time for the group of non-academic staff for the last four years (2017 – 2020). There were six promotions and 30 upgrades during this period. While an equal number of men and women were promoted, women benefited more from the upgrades (10 men, 20 women). Of the 10 men who were upgraded, all but one were employed full-time. Of the 20 women who were upgraded, 9 were full-time and 11 were part-time.

New hires – fixed-term and permanent

These indicators were tracked for the group of non-academic staff for the last four years (2017 – 2020). Between 2017 and 2020, 81 new hires and appointments were made, of which 68

Fig. 2: Women in part-time employment over time (non-academic)

Female civil servants and collective agreement employees



The number of women in part-time employment among collective agreement employees were only collected from 2017 onwards.

new hires were fixed-term and 11 were permanent. As such, the majority of hires were fixed-term (86%), with a conspicuously high share of women at 62%.

During the last year under review (01.07.2019 to 30.06.2020), 37 new hires and appointments were made at Aschaffenburg UAS, of which 32 were fixed-term and four were permanent new hires, with one civil servant being newly appointed. Half of the permanent positions were filled by men and half by women; the fixed-term positions were filled by 19 men and 13 women. Twice as many men work full-time as women.

Applications – fixed-term and permanent / part-time and full-time

In the period under review, 2017 – 2020, a total of 303 men and 780 women applied for fixed-term positions, i.e. 72% women. Applicants for the part-time positions were predominantly female too, with 104 women and 27 men (79.4% women). Compared to the ratio of female and male applications, the share of women ultimately hired for the respective position (fixed-term/part-time) was lower.

Of the 415 applications (170 females out of 303 applications for fixed-term posts and 35 females out of 112 applications for permanent posts) received in the last year under review (01.07.2019 to 30.06.2020), 205 were women and 210 were men. It is noticeable that significantly more women than men applied for the fixed-term positions.

Flexible working models

As of the reporting date, regular home-based work in the form of fixed work-from-home days, as set down in an employment agreement since 2009, was used by 15 employees (7 men, 8 women), i.e. 8.9% of the total number of employees.

The university continues to offer the possibility of flexible work-from-home arrangements via time logging. As of the reporting date, flexible working from home via time logging was used by 120 employees (53 men, 67 women), i.e. 71.4% of the total number of employees. This a threefold increase on the previous years 2017 to 2019. Women tend to use these models slightly more often (55.6 %).

Fig. 3: Flexible working time models 2020 (non-academic)

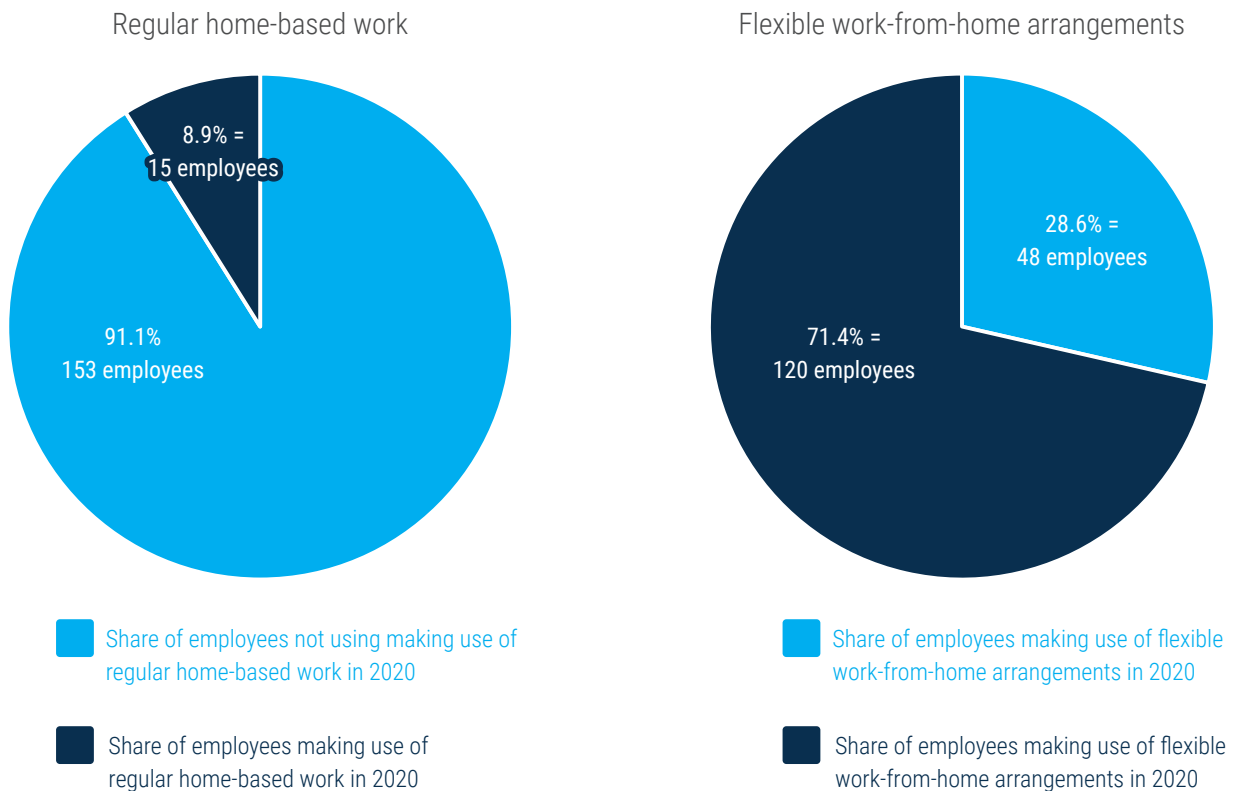
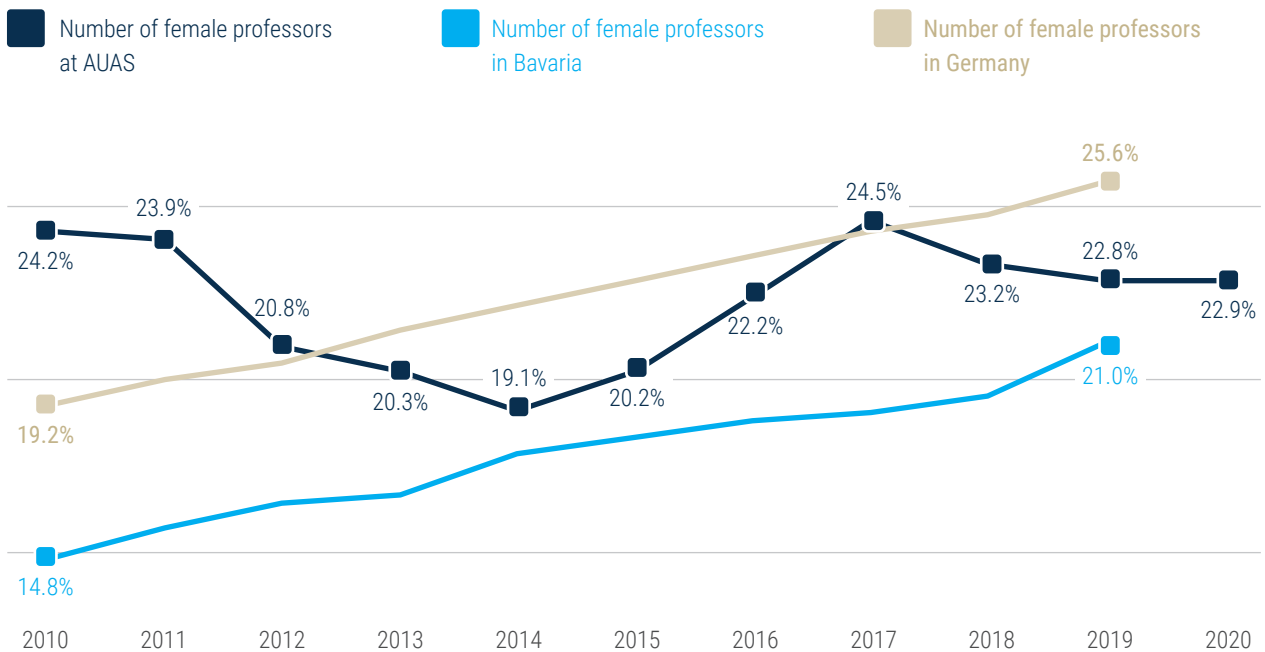


Fig. 4: Share of female professors 2010 – 2020

AUAS compared to Germany and Bavaria



Further training

Further training is not systematically recorded at the present time. The aim is to start recording all further training applications and their handling on a centralised basis very soon. This offers a good opportunity to increase transparency regarding the training programmes available for employees on parental leave, care leave or family-related part-time work.

2.2 Academic staff

Since 2010, the number of academic staff has risen from 72 to 169, which is an **increase of 135%** and primarily results from the acquisition of third-party funding due to the increased importance of applied research at universities of applied sciences.

In the period under review from 2010 to 2020, the development of the academic staff as a whole – i.e. the employee groups of professors, teachers for special tasks and research assistants – has been such that the share of women currently stands at an average of one third. The **share of women** has fluctuated between 24% and 31%; as of the reporting date it is **26.6%**, as compared to a 73.4% share of men.

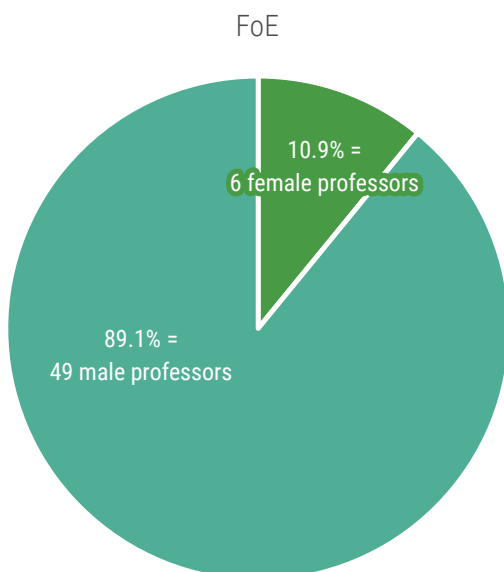
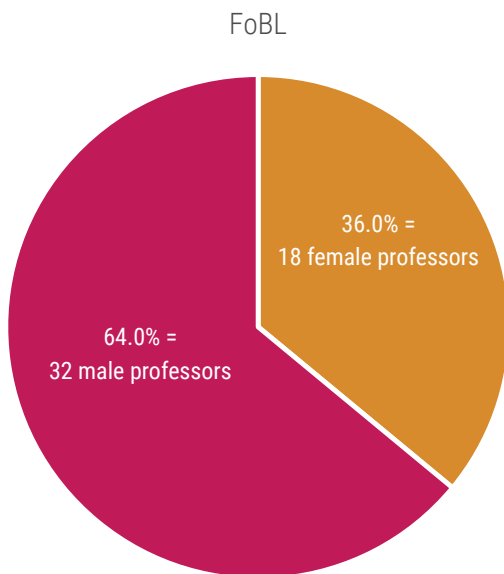
Share of female professors (reporting date 01.12.2020)

The **total number of professorships** (excluding the President) at Aschaffenburg UAS grew from 62 to **105** (as of 01.12.2020) during the period under review (2010 – 2020) (*currently 109 professorships, as of 11.2021*), which is an **increase of 69.4%**.

The **share of female professors at Aschaffenburg UAS** as of the reporting date (01.12.2020) is **22.9%** (*currently 26.6%, as of 11.2021*): this is still above the Bavarian average for universities of applied sciences, which was most recently at 21% (01.12.2019).

There are clear differences between the two faculties at Aschaffenburg UAS in terms of their share of women in professorships. Compared to 2010, the FoBL was able to slightly increase its **share of female professors** from 34.5% (10 women out of 29 in total) to 36.0% (18 women out of 50 in total) (*currently 36.7%, as of 11.2021*). At the FoE, on the other hand, the share of women initially decreased over the 10-year period under review. In 2010, five out of 33 professorships were held by women. As of the reporting date, the share of female professors at this faculty was **10.9%**, with six women out of a total of 55 (*currently 18.3%, as of 11.2021*).

Fig. 5: Female professors by faculty 2020



Applications and appointments

All in all, Aschaffenburg UAS is almost consistently a leader among Bavarian universities in terms of the share of professorships held by women, which is why the Target Agreement 4.0 was also designed to maintain the average at 22% up until the end of 2021 with an appointment quota (for women) of 25% – which poses something of a challenge for a university of applied sciences.

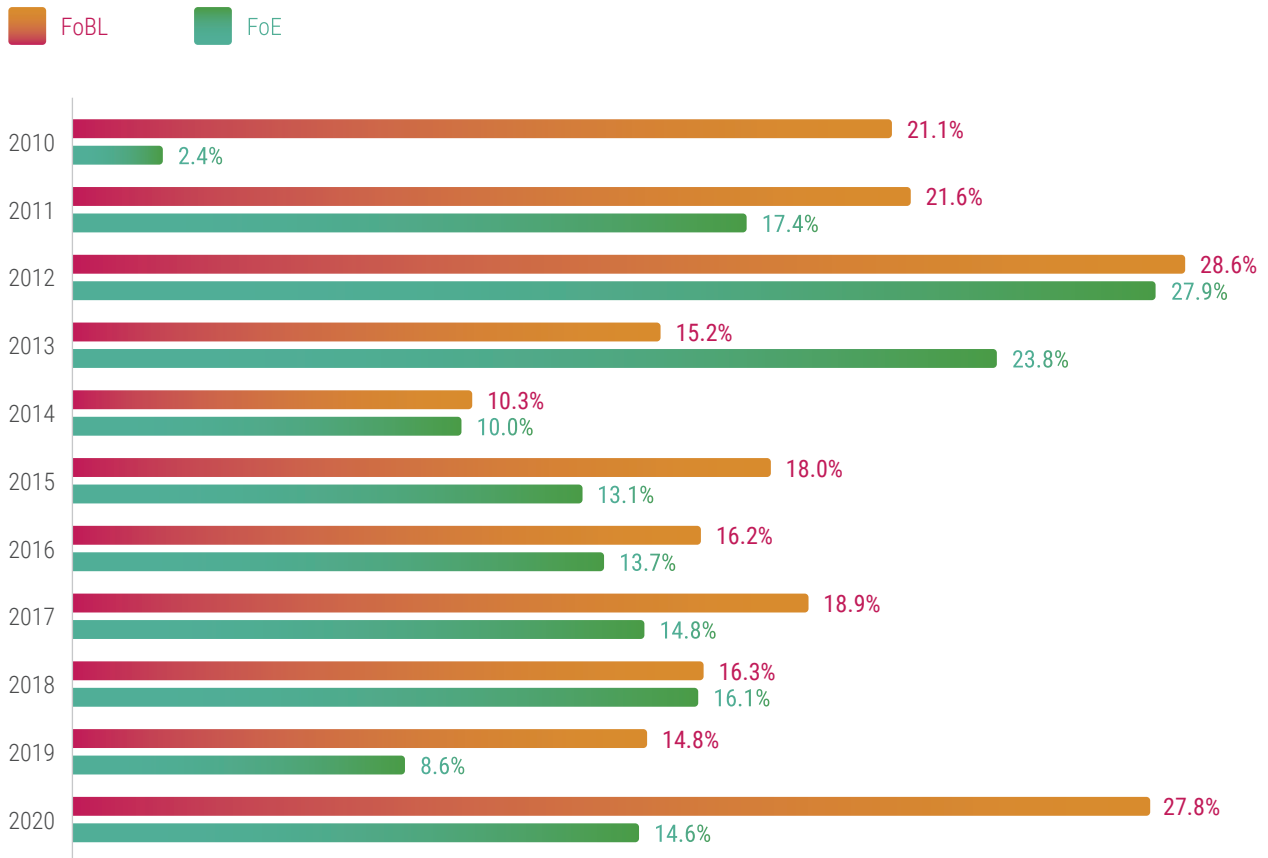
The appointment rate (share of women in new appointments) has improved since 2018 due to the introduction of more awareness-raising measures. In 2019, one in four appointments to a professorship was a woman – an appointment rate of 25%. Through progressive awareness-raising among those involved and a more gender-equitable appointment practice, it was possible to appoint four women to six new appointments in 2020 (as of December 2020), which is an exceptionally good appointment rate of 66.7%.

Both faculties are still a long way from achieving gender equality. However, it should be noted here that the share of women at any given academic career level depends on the share of women at the qualification level directly below it (**cascade model**). In view of the range of subjects offered at the FoE, the low share of women is not surprising. It is not for nothing that a wide variety of programmes (*KOMM mach MINT*, *BayernMentoring*, *MINT-Award*, etc.) are specifically striving to attract the next generation of (female) STEM professionals.

The likelihood of a woman being appointed can be repeatedly negatively influenced due to unclear qualification definitions and **gender bias** in the assessment of academic excellence, which is why it is worth looking at the gender distribution in applications and appointments. This is why, since 2017, Aschaffenburg UAS has been recording not only gender distribution among applicants but also among the group of candidates invited to present a trial teaching session.

Fig. 6: Share of women applying for professorships 2010 – 2020

By faculty



At Aschaffenburg UAS, the **share of women among applicants** averaged just under 17% in the period 2010 – 2020, so it was significantly below the average for Germany as a whole (25%) and Bavaria (24%).

The low share of female professors in STEM subjects is often accounted for by the particularly low number of female applicants. However, the more accurate explanation would seem to be the low share of applications for such positions overall, regardless of gender.

The average female applicant rate at the FoE is 14.8%; it not particularly high at the FoBL either, at 19%. However, the FoE had an annual average of only 12 female applications (with an average of three procedures per year), whereas the FoBL had 21 female applications (with an average of 3.3 procedures per year), so the overall application situation at the latter is more favourable. As a result, more women are appointed to positions at the FoBL than at the FoE, although applications

to both faculties reflect a low share of women. The share of women among applicants differs less between faculties than the share of women among appointees (FoBL 37.9% and FoE 11.7%).

Looking at the last four years (2017 – 2020), the picture is as follows: the FoE had an average of 12.5 applications, of which 13.5% were women, whereas the FoBL had 22 applications, of which 19.5% were women.

For the FoE, 73 men were invited, of whom 57 gave presentations, while 18 women were invited, of whom 12 gave presentations. At the FoBL, 43 men were invited, of whom 35 gave presentations, while 27 women were invited and 20 gave presentations. The presentation rate at the FoE was 78% for men and 67% for women. At the FoBL, the presentation rate was 81% for men and 74% for women. At the FoE, more invitees tended to drop out, and women dropped out more often than men, regardless of faculty.

On the shortlist which usually proposes three potential candidates for appointment, the FoE had four women for 11 appointments while the FoBL had 15 women for nine appointments, giving a female shortlist quota for the FoE of 36% and for the FoBL of 166%. Two women were assigned first place on the FoE shortlist and five women on the FoBL shortlist, giving a female appointment rate of 18% for the FoE and 56% for the FoBL.

This means that the total **female quota for new appointments** at Aschaffenburg UAS was **35%** in the **four years under review**. The current target agreement states that the share of women in new appointments is to be 25%.

Teachers for special tasks (reporting date 30.06.2020)

Among the teachers for special tasks, **women predominate with a share of 83.3%**. The gender distribution in this small group of people has changed only slightly in the period under review (2010 – 2020). The total varies between seven and 12 teachers, with the share of female employees dominating in this occupational group: this relates to the fact that this group of people is usually employed part-time (9 out of 12), thereby obviously attracting women with family responsibilities in particular. As of the reporting date, two women work as teachers for special tasks at the FoE and eight women and two men at the FoBL.

Research assistants (reporting date 30.06.2020)

This young group of people is mainly financed by third-party funds. Third-party funded research has been provided for in the Bavarian Higher Education Act as a mission of the universities of applied sciences (UAS) since 2006. This accounts for the significant increase in the number of research assistants during the period under review, with the number of employees in this category rising from seven in 2010 to 54 in 2020. There has been a pleasing increase in female research assistants in particular. The **share of women** in this group – as in the total number of employees – has increased since 2010 (14.3%) and is now at **25.9%**.

The imbalance between 40 men and 14 women as of the reporting date can be accounted for by the fact that a large share of these employees (83%, nine of whom are women, i.e. a 20% female share) are based in the FoE. This roughly corresponds to the pattern of gender distribution among students. The share of female students at the FoE was 22.8% as of the winter semester 2020/21.

In this group of employees, just under half, namely 48.2%, are employed part-time as of the reporting date; the part-time rate for men (52.5%) is higher than for women (35.7%). **Most (94.4%) employment contracts are fixed-term** (51 out of 54). The three employees on permanent contracts are full-time.

Fig. 7: Academic employees, teachers for special tasks and doctoral students 2020

	Total				at the FoE			
	Total number	Number of men	Number of women	Share of women	Total number	Number of men	Number of women	Share of women
Academic employees	54	41	13	24.1%	45	36	9	20.0%
of which full-time	28	20	8	28.6%	24	18	6	25.0%
of which part-time	26	21	5	19.2%	21	18	3	14.3%
Teachers for special tasks	12	2	10	83.3%	2	0	2	100%
of which full-time	3	1	2	66.7%	1	0	1	100%
of which part-time	9	1	8	88.9%	1	0	1	100%
Total	66	43	23	34.8%	47	36	11	23.4%
Doctoral candidates	36	31	5	13.9%	34	30	4	11.8%



Doctorates

A total of 25 people (24 at the FoE, one at the FoBL) had successfully completed cooperative doctorates at Aschaffenburg UAS by December 2020, with women accounting for 24% of these. Currently (December 2020), there are **36 ongoing doctorates** (two of them at the FoBL), with **women** accounting for 13.9% at the present time.

Part-time employment in the academic sector

Only three professors work part-time in the sense of working a reduced number of hours in a full-time civil servant position. Among the teachers for special tasks, 80% of women and 50% of men work part-time. Among the research assistants, on the other hand, 51.2% of men and 38.5% of women are part-time employees, thereby deviating from the typical assumption that more women than men are employed part-time in all groups of research assistants.

2.3 Students (reporting date 15.12.2020)

The data for students is drawn from the computer-based decision support system for universities in Bavaria (CEUS zentral) for the respective winter semester.

The **share of female students** at Aschaffenburg UAS increased slightly since 2010 from 36.2% to **38.5%** of the total of 3,331 students as of the reporting date. This means that, as of the winter semester 2019/20 (39.1%), the share of female students roughly corresponds to the average share of female students at the seven Bavarian universities of applied sciences, which is 38.4% (data basis 2019).

The share of female students at the **FoBL** is **52.3%**. Here, all bachelor's degree programmes regularly have more than 50% female students. (A new FoBL programme in Business Psychology started in winter semester 2021/22 with a 69.2% share of women)

Fig. 8: Number of students in total and by faculty in the winter semester 2020/2021

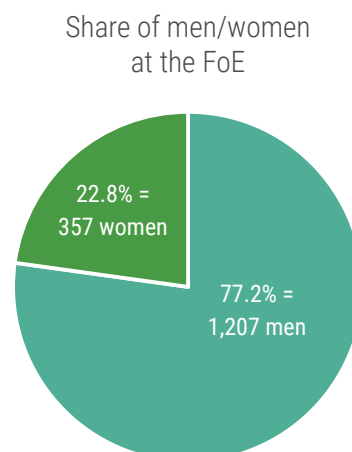
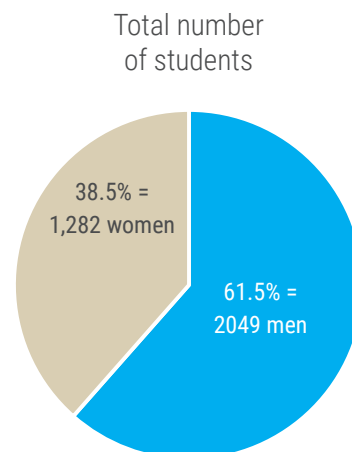
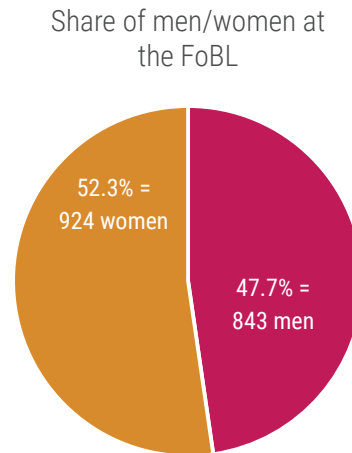
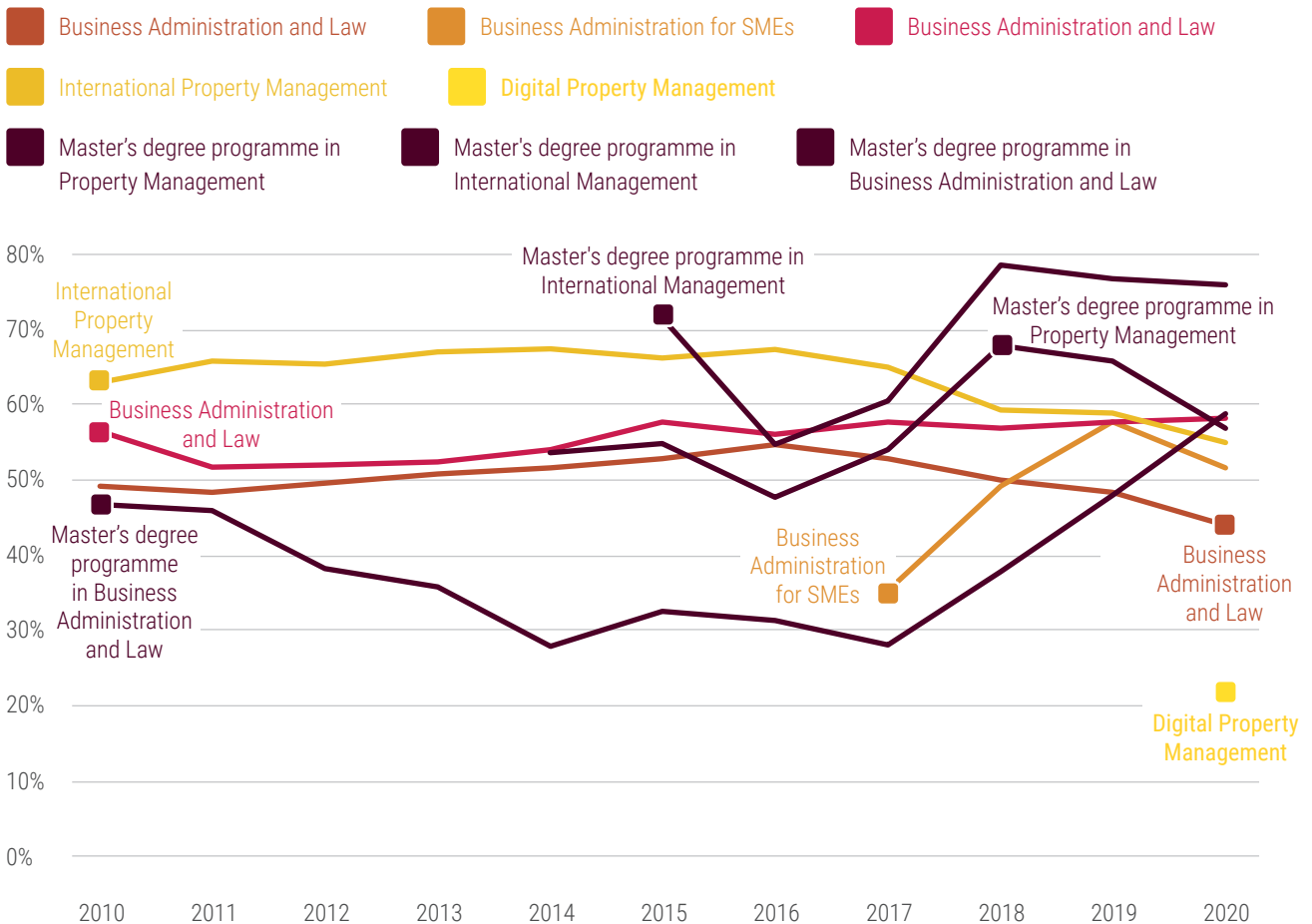


Fig. 9: Share of women on a degree programmes at the FoBL 2010 – 2020

As of the winter semester in each case



The **female student share of 22.8%** at the FoE remains quite low, though the share of women has increased overall from 15.1% in 2010. The interdisciplinary degree programmes offered at the FoE have had a favourable impact on the share of female students. The lowest number of female students (9.3%) is to be seen in the classic STEM degree programme Electrical Engineering and Information Technology (BA of Engineering). The interdisciplinary degree programme Multimedia Communication and Documentation (BA of Science) has the largest share of women (58.7%).

Share of female students according to qualification level

At the FoE, the share of women who start a programme is 23.74%, and very few would appear to drop out since the share of female students is subsequently 22.8%. 30.4% of women graduate with a bachelor's degree, while a gratifying 33.3% complete a master's degree. For over ten years now,

the mentoring programme *FRAUKE* for prospective female engineers at Aschaffenburg UAS has been dedicated to preventing women from dropping out of university.

At the FoBL, the share of female students starting a programme is 46.3%, while the subsequent share of female students is as high as 52.3%. Among those who complete a bachelor's degree, the share of women is in fact significantly higher, at 58.8%. This high share of women persists, with 58.6% of women going on to graduate with a master's degree at the FoBL.

Up to the level of a master's degree therefore, the assumption is not confirmed at Aschaffenburg UAS that the share of women typically decreases, the higher the qualification level. Despite the gratifying 33.3% of female master's graduates at the FoE, however, there are currently only 11.8% women pursuing cooperative doctorates.

Fig. 10: Share of women on a degree programmes at the FoE 2010 – 2020

As of the winter semester in each case

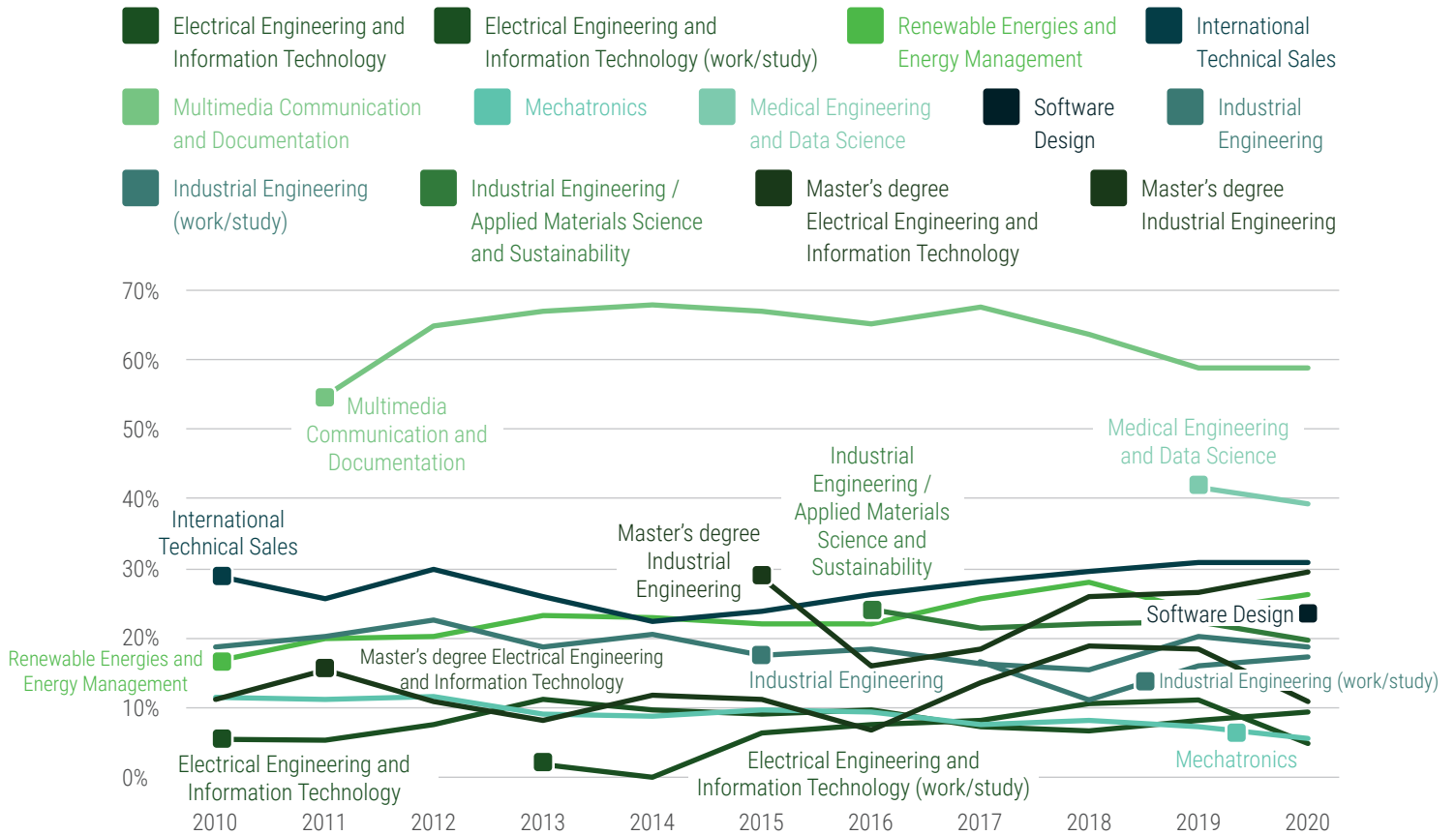


Fig. 11: Share of women by qualification level 2020

	at the FoE			at the FoBL			All
	Total number	Number of women	Share of women	Total number	Number of women	Share of women	Total
New students	396	94	23.7%	498	231	46.4%	894
Students	1564	357	22.8%	1767	924	52.3%	3331
Graduates							
Bachelor's degree	134	41	30.6%	85	50	58.8%	219
Master's degree	15	5	33.3%	29	17	58.6%	44

2.4 Management positions and boards

There is no quota system for the composition of boards. However, every board should have at least a 30% share of women, since this is the point at which an individual is

perceived as a person as opposed to representing a gender; the more equal the distribution of the two genders, the greater the benefit derived from combining the strengths of female and male (leadership) characteristics.

Aschaffenburg UAS has had its first female President since 15 March 2019. With the President, two male Vice Presidents and a female Chancellor (since 01.11.2021), the university management is 50% female (in 2020 the figure was still 25%); the Chancellor's deputy is a female Vice Chancellor. With the UAS Women's Representative and two male Deans, the extended university management has a share of women of 28.6%. On the Senate, the share of women among the 11 voting members as of the winter semester 2020/21 is a pleasing 45.5%, on the University Council the share of women among the 20 members is 40% and on the Staff Council it is 28.6%.

As of 30. 06.2020, 66.6% of management positions in the non-academic area are held by women (eight women out of a total of 12 persons). With this share of women, the gender equality mandate in this area has been fulfilled.

The Language Centre is headed by a female professor, while the specialised language professorships (two per faculty) are 100% female.

The Deans of both faculties are currently male. As of December 2020, the FoE has one female Vice Dean, one male Vice Dean and two male Deans of Studies. At the FoBL, there is also one male Vice Dean and one female Vice Dean, with one female Dean of Studies and one male Dean of Studies. The overall share of women here is 30%.

The university's six active **institutes (all FoBL)** are headed by **41.7% women**.

The 54 **FoE laboratories** are to be reduced to three laboratories (as of 13.01.2021: Laboratory for Statistics and Optimisation; Laboratory BIOMEMS; Multimedia Language Laboratory) are all headed by male professors (**share of women 5.6%**).

As of the winter semester 2020/21, in terms of the two Faculty Councils – with 15 and 14 members respectively – women account for 40% of the membership at the FoBL and 28.6% at the FoE. The share of women on the FoE Faculty Council should be increased.

Fig. 12: Management positions and boards 2020

Share of women on boards and in management positions

	Boards/management positions	Total	Number of women	Share of women
Boards	University management	4	1	25.0%
	eHL	7	2	28.6%
	Senate	11	5	45.5%
	University Council	20	8	40.0%
	Faculty Council FoE	14	4	28.6%
	Faculty Council FoBL	15	6	40.0%
	Staff Council	7	2	28.6%
Management positions Administration	Heads of unit	6	4	66.7%
	Other positions with management responsibility	5	3	60.0%
Management positions in the academic sector	Institutes	6	2.5	41.7%
	Laboratories	54	3	5.6%
	Language Centre	1	1	100%

Other positions with management responsibility include the Legal Office, the Library, the Computer Centre, the Career Service and the Family and Women's Office

3. Gender equality measures 2010 – 2020: strengths and weaknesses

3.1 Organisation of gender equality work

Establishing gender equality requires change and is a **cross-sectoral task** that must be supported by all actors at the university. The university's gender equality tasks cannot be handled by the Women's Representative and Gender Equality Officer alone. The latter support the university in fulfilling its statutory tasks while at the same time acting as strategic and independent advisers on equal opportunities and gender equity to the university management, in the faculties and on the boards. Only **sustainable institutionalisation** can stabilise the organisational coordination processes between university members so as to ensure ongoing achievement of goals in the area of gender equality policy. Measures and projects that the Women's Representative and Gender Equality Officer are able to initiate thanks to their autonomy also require **financial security**.

Current status

The Women's Representative at Aschaffenburg UAS supports the university in promoting and implementing equal rights and in pursuing its social mission. She has been the project leader of the **fgh** (family-friendly university) audit since 2006. Since 2016, the work of the Women's Representative and the Gender Equality Officer has been supported by the Family and Women's Office with a permanent employee (part-time). This unit organises targeted measures, networking activities and events of its own in order to promote gender-equitable science in its own distinct way. It also supports individual efforts to improve the compatibility of academic study or work with family life and offers all university members, including students, a trustworthy point of contact and advice on family policy issues.

The Women's Representative receives (earmarked) physical and personnel resources for the targeted advancement of women via the State Conference of Women's Representatives at Bavarian Universities of Applied Sciences (LaKoF Bayern) and for some years now has also received a minimum financial contribution from the university for personnel support. Using the target agreement funds for the advancement of women, it was possible to hire an additional employee in the Family and Women's Office on a fixed-term basis in July 2020.

All in all, the organisation of gender equality work is on the right track.

Target status

It is important to consider the elective office of the UAS Women's Representative at the university since much depends on individual commitment here. At the same time, the more tasks are assigned to this position, the higher the hurdle in

taking it on. In order to relieve the workload this position involves and ensure the work is carried out on a sustainable basis, the Family and Women's Office must not just be maintained but further strengthened with additional personnel, not least by entirely removing the time limitation on the staff position. In addition, specific issues should be outsourced or allocated additional staff and financial resources, e.g. anti-discrimination, sexual harassment, in-house training for staff and management, staff surveys, health management, diversity. These issues need support from the administration. Regular implementation of projects can be ensured by means of a defined budget for gender equality work and family policy measures for all status groups. Alternatively or in addition, there is the possibility of more relief time for the UAS Women's Representative. In the interests of sustainability, it makes more sense to make a secure investment in human resources.

The UAS Women's Representative has traditionally taken care of the area of family and compatibility at Aschaffenburg UAS, which has proved effective based on interaction with the new Family and Women's Office. For the time being, therefore, the Family Office will remain a direct unit combined with the Women's Office, working closely with the Student Advisory Service and the Career Service and headed by the UAS Women's Representative. The positive effect of this arrangement is the autonomy and independence of those involved, which will continue to contribute to the positive development of gender equality work at Aschaffenburg UAS.

The sound cooperation of the Family and Women's Office with the UAS Women's Representative, the Faculty Women's Representatives and the Gender Equality Officers ensures cross-status-group consideration of gender equality aspects and creates synergy effects in the solutions and measures applied to improve equal opportunities and the compatibility of work and family. The university should strive to institutionalise this cooperation.

If anything, the good networking between the university and the gender equality actors will be further improved in future by appropriate placement of the issue of 'gender and diversity' at the level of the university management.

The new mission statement also maintains the commitment to gender equality as a governance responsibility that cuts across all sectors. In future, over and above its commitment to promoting equality between women and men and creating child-friendly and family-friendly study and working conditions, the university will also consistently highlight consideration of

gender equality at all levels and in all areas of the university, including research and teaching; this will be reflected in new statutes as required in connection with the new higher education law. The systematic equality-oriented design of all measures within a university is now standard and indeed a prerequisite for many procedures (e.g. accreditation, funding of national and international research).

3.2 Family-friendly university

Reconciling work or academic study with family responsibilities is a key factor when it comes to the career paths pursued by both women and men. **For this reason, Aschaffenburg UAS seeks to ensure family-friendly study and working conditions in everyday university life across all target groups while at the same time counteracting barriers to career advancement.**

Current status

Through continuous auditing as a family-friendly university since 2006, Aschaffenburg UAS has secured an important goal of its gender equality work on a sustainable basis. In 2017, the university also joined the platform *Familienpakt Bayern*.

Being a family-friendly university also very much includes the Family and Women's Office, which has now become an integral part of everyday university life. Family-policy services are also explicitly aimed at men and regarded as being equally geared towards child-rearing and care responsibilities. The target group includes pregnant students, students with children or with relatives in need of care, prospective students with families, and employees at Aschaffenburg UAS with child-rearing or domestic care responsibilities.

The many individual measures that benefit all university staff include a parent-child room (20/E13), breastfeeding and nappy-changing facilities, open parent-child meetings, a newsletter, events for families, cooperation with the ASB Aschaffenburg nursery close to the university, family parking spaces and family-friendly scheduling of meetings, board meetings and events. These measures and facilities are well established and frequently used.

In a major employee survey conducted among all employees at Aschaffenburg UAS in April 2018, compatibility of family and career was rated positively by all status groups. From the faculties' point of view, the counselling services and the implementation of family-friendliness could be somewhat better, whereas the central administration, professors and academic staff showed themselves to be very satisfied. The university's efforts were consistently familiar across all sectors.

Target status

Through the *audit familiengerechte hochschule* (family-friendly university audit), family-friendly orientation is integrated into the university philosophy and strategy (mission statement, University Development Plan, Target Agreement) and is subject to regular quality assurance. Membership is maintained of the *fgh-audit* run by the company berufundfamilie Service GmbH. This control instrument has proven effective and makes it easier for both the changing UAS Women's Representatives and the Family and Women's Office to maintain continuity in their work. External assessment also enables critical introspection and supports the systematic steering/adjustment of processes in favour of proactive family-friendly orientation in study and working conditions, as well as the systematic anchoring of this approach in terms of organisation, culture and communication.

Taking into account the results of the large-scale staff survey, which were critical to some extent, the university set itself an action programme (2019 – 2022) with five focal points at the last re-audit: these related in particular to structural elements of the university organisation such as internal communication, leadership, staff development and the advancement of women, as well as permanent tasks and the continuation of the goals from the previous target agreement. Implementation of the action programme is only partly the responsibility of the Women's Representative; other priorities lie largely in the hands of the university management. The implementation of many of the measures is the responsibility of the Chancellor's Office.

3.3 Raising awareness

In order to achieve and maintain a university culture in which equal opportunities and family-friendliness are a matter of course, it is necessary to raise awareness among all university members on a regular basis. In addition to targeted measures, this is achieved in particular through **communication and transparency**.

Current status

Both are served by the annual report presented by the UAS Women's Representative to the Senate and at the staff assembly on the various equality-promoting work topics and programmes pursued by the university, as well as by the activities of the UAS Women's Representative and the Family and Women's Office. Here, the current figures on gender distribution in the academic field are presented, while milestones in the implementation of the current *fgh* action programme are also indicated. The report is published on the TH website (internet) and the content is incorporated in the

university's activity report or annual report. At the same time, the report shows where there is a need for action: as such it not only serves to raise awareness but also to ensure quality.

In its communication, Aschaffenburg UAS pays attention to gender-appropriate language. The equal treatment of women and men in linguistic communication as a university-wide measure is an essential building block in realising equality: after all, common interpretations of gender relations are reflected in language usage as well as in visual communication. Gender-sensitive language ensures that genders can be both seen and heard, and above all are treated symmetrically from a linguistic point of view. The flyer *Gendergerechte Sprache an der TH Aschaffenburg* ('Gender-sensitive language at Aschaffenburg UAS') created in spring 2020 raises awareness among university staff, providing a guideline for gender-sensitive wording and facilitating practical implementation by offering suggestions and examples. The Family and Women's Office also sees itself as a point of contact for all university members on this issue, and it systematically reviews and revises all university regulations, statutes and contracts for gender-sensitive wording in coordination with the relevant internal departments. The paired form (i.e. both genders written out in full) is still mainly used, but gender-neutral wording is chosen wherever possible.

The Public Relations and Marketing Department has a high level of gender awareness and pays close attention to consistent political correctness in both words and images. When creating the new university website, attention is paid to gender sensitivity while at the same time taking into account the findability of keywords.

A milestone in gender research at Aschaffenburg UAS was the BMBF/ESF research project (2011 – 2014) *Mixed Leadership – Mit Frauen an die Spitze* ('Mixed Leadership – With Women to the Top') under the direction of the former Women's Representative together with colleagues from Business Administration and its establishment at the Management and Leadership Institute. In 2016, the project resulted in the book publication *Mit Gender Management zum Unternehmenserfolg: Grundlagen, wissenschaftliche Beiträge*. In addition, smaller-scale academic projects are assigned such as seminar papers and theses on the relevant topics and will be publicised throughout the university in future via the website of the UAS Women's Representative under the heading 'Academic contributions at Aschaffenburg UAS to gender equality'. Special commitment to the advancement of women and gender mainstreaming is taken into account in special payments and performance bonuses.

In the course of the re-audit as a family-friendly university and based on the results of the large-scale employee survey conducted in 2018, the university management, supported by the Women's Representative and in consultation with the Staff Council, made it mandatory to conduct employee interviews throughout the entire university every two years starting in 2019. The aim of these non-event-related, one-on-one reflection meetings is to improve collaborative work and promote a sound culture of discussion, mutual appreciation and acknowledgement. As a personnel development tool, the interviews serve the purpose of strategic orientation as well as focused and constructive cooperation between managers and employees, taking into account the individual's personal and family situation.

Since 2017, the Family and Women's Office has offered training sessions and activities that focus in particular on family and personality-related topics (e.g. communication, time management, compatibility, stress management) for employees and management at Aschaffenburg UAS. Activities are also offered that are specifically aimed at men.

Target status

It is important to reflect on this range of issues again and again in day-to-day university life, maintaining awareness and adopting countermeasures in the event of deviations. The culture of openness and commitment to the gender equality mandate that currently prevails at the university must be cultivated and maintained as something that is a natural part of university life. After all, stereotypes are often unconsciously embraced or creep back in, and conventional role models re-emerge. The improvement of unfavourable structural conditions, the perception of unconscious prejudices and ongoing reassessment are processes that have to be initiated again and again at different levels.

One important step towards this is the university's decision to establish a large-scale, comprehensive gender equality concept that involves the assessment and observation of wide-ranging details and helps to keep these in focus. It is vital to continue to apply the individual awareness-raising measures described above among all university staff (current status) while at the same time adopting additional measures as required.

Not everyone shares the same view on the issue of gender-sensitive language. There are no findings regarding gender equality awareness among teaching staff. Yet teaching shapes coming generations, so this means it is all the more important for teaching staff to have a grasp of these issues. As an initial measure, help can be provided by means of

additional information (guide, activities, training sessions). There are plans to provide specific further training courses on gender in teaching and research, gender competence in general and anti-gender bias. Funds must be made available for this purpose. When it comes to counteracting (unconscious) gender bias, it is particularly important to try to give all interested parties (students, teachers, employees, network partners and, if necessary, the public at large) the opportunity to pursue their own personal development in this field through the relevant further training programmes and activities in the field of gender mainstreaming. Again, there is no alternative here: a proactive approach to eliminating gender-based bias is a prerequisite for future Horizon Europe projects.

The overall outcome of the employee interviews organised in 2019 was not ideal. Not everyone seems to share an awareness of the role of personal leadership here, especially professors. The main priority here once again is to raise awareness on both sides and promote communication.

3.4 Quality assurance

Quality assurance means **systematic recording of gender equality measures** and **regular monitoring of their implementation**.

Current status

The quality of gender equality work is regularly put to the test by the *fgh* audit every three years, as well as by the further development of the gender equality concepts (every five years, with data updates after two and a half years) and the evaluation of target agreements with the Bavarian Ministry of Science and the Arts (every one and half years): here the goal has always been to increase the share of women in science. In addition, there is the Higher Education Development Plan of 2017, which is to be updated in 2021.

Another building block of quality management was the major employee survey of 2018 in which the issue of compatibility was specifically included as a single question.

In the course of the *fgh* audit, a gender-specific evaluation of the regular student surveys was introduced, also including questions on satisfaction with family-friendliness at the university. The results are also presented to the UAS Women's Representative.

Target status

Sustainable gender equality work requires descriptions that effectively map and secure processes in a transparent way.

Ongoing gender equality monitoring enables a seamless focus on and evaluation of measures so that it is possible to respond in good time when changes fail to materialise. In future, the Women's Representative will also present gender-specific imbalances among non-academic staff in her annual report. For this purpose, the Family and Women's Office has to collect current data during the course of each year. In addition to annual data collection, however, it is important to achieve systematic controlling that allows for overlapping goals and measures to be tracked. A good instrument for this is a review of the set goals and planned measures in line with the update of the gender equality concept.

Currently, the extent to which goals are tracked and measures are implemented depends largely on the commitment of the Women's Representative and the Gender Equality Officers. This is not sustainable. At a university, it is not possible to expect the same person to be in charge on a lasting basis (e.g. two-year term of office of the elected Women's Representative). If processes are not optimised and stabilised, valuable progress and developments run the risk of being reversed and lost. The extensive measures already in place must be secured in the long term and the implementation of planned new measures must be driven forward.

Surveys must address the issue of gender equality in a more targeted way and be discussed at management level or publicly at the university after being analysed in order to provide a basis for the ongoing development of measures for employees at the university.

3.5 Gender equality among non-academic staff

Current situation at Aschaffenburg UAS

All employees in this group benefit from flexible working models (regular home-based work, flexible work-from-home arrangements, flexible working hours), with generous flexitime regulations in particular enjoying considerable popularity. The fact that core working hours are largely dispensed with gives employees a great deal of leeway in organising their time, thereby improving the compatibility of family and work, while at the same time the framework working hours (6 a.m. – 8 p.m.) protect family and health. The flexible working models are used equally by women and men.

The appeal of the university as an employer can be rated as positive in view of the gratifyingly high number of applications. A number of aspects are taken into account in the job advertisements (m/f/d): women are particularly encouraged to apply, compatibility solutions are presented and applicants' attention is drawn to the option of part-time work.

The concerns of employees who are on parental leave and care leave must not be neglected when it comes to personnel development. For this reason, the Gender Equality Officer has set up a contact retention programme for employees on leave for family reasons or on parental/care leave and offers support in finding suitable mentors or maintaining the flow of information during the period of absence.

The Gender Equality Officer is involved in application procedures: she is able to inspect application documents and intervene if required. Applicants are informed that they can request the participation of the Gender Equality Officer during the interview. This well-established practice has since been transferred to the area of academic staff and involves the UAS Women's Representative. Both the Gender Equality Officer and the UAS Women's Representative now monitor the application procedures on a random basis.

The Gender Equality Officer attends the monthly meetings between the Chancellor's Office and the Staff Council. In addition, in her dual function as legal advisor, she can currently make use of fixed weekly meetings with the Chancellor and the President to raise gender equality issues and put forward suggestions for improvement on an ad hoc basis. The same applies to the Deputy Gender Equality Officer, who is also able to provide input as an occupational safety expert. A trained care consultant has been established in the Human Resources Department and is available to advise employees.

In the event of a childcare emergency, the university seeks a suitable solution with the employees concerned in an unbureaucratic manner (e.g. working from home or bringing the child to the workplace). Information is available on parental leave, parental allowance and maternity protection. The Gender Equality Officer provides advice where needed and is available to offer counselling on individual questions regarding the compatibility of work and family, parental leave planning, care leave and return after periods of leave.

In order to increase the subjective feeling of safety on campus, especially at dusk and in the dark season, path lighting has been improved and bushes have been cut further back. Video surveillance in the morning and evening hours is currently being considered. In addition, a security service regularly patrols the campus, and the police is increasingly on patrol on campus, too. These measures contribute to an increased sense of security for all members of the university.

Evaluation

The share of women in the group of non-academic staff is high, as is typical in administration, at just under 59%; the same

applies to the share of women in part-time employment at just under 61%. But women also have a significantly higher share (62%) of the numerous fixed-term positions.

Considering that significantly more women applied to Aschaffenburg UAS in the past, it is interesting to look at whether the figures reflect the traditional distribution of roles between men and women and whether there are gender-specific obstacles to the professional development of staff based on the nature of the positions. This could possibly be linked to a dilemma between the family-friendly character of the university as a workplace and the career opportunities available for women. Clearly, women are more likely to apply for part-time jobs (79%) and fixed-term jobs (72%), the pivotal factor here often being the compatibility of family and work.

The relatively constant low share of female civil servants (just under 28%) is difficult to change. However, the fluctuation in this relatively small group of employees is low and there are also limitations when it comes to creating new civil servant positions.

In the case of employees covered by collective agreements, on the other hand, the consistently high number of women (just under 72%) – with more than half (at least 66%) working part-time – is not necessarily a positive sign of equality, especially since there has been a considerable increase in the number of fixed-term contracts.

In the case of promotions and upgrades, no de facto discrimination against one gender is discernible. It is true that in the case of upgrades, full-time employees have better chances, and these are much more likely to be men. As noted above, well over twice as many full-time employees were upgraded. But nonetheless, almost half of the upgraded women were employed part-time, so there is no indirect discrimination against one gender. Be that as it may, part-time employment does seem to be more of a hindrance to career advancement. It is important to continue to deliberately avoid any detrimental effect of part-time employment (especially if it is permanent) on official appraisals, promotion and upgrading: after all, this could indirectly disadvantage women, since there are four times more women (almost 61%) in part-time employment at AUAS than men (only 13%).

Family responsibilities such as childcare and caring activities allow people to acquire valuable social skills that are important in working life, too. For this reason, childcare periods and caring activities should be regarded as a positive criterion when considering an employee for recruitment or upgrade. By the same token, it is important not to take a

negative view of reductions in working hours, sabbaticals or training periods that were extended due to family responsibilities.

3.6 Gender equality among academic staff

The statutory target of universities to increase the **share of women at all levels of academia** is an **ongoing mission**. With a **share of women of just under 27%**, there is an obvious need for action at Aschaffenburg UAS. Women are still significantly underrepresented in academic positions in general. There are many reasons for this, including unconscious prejudices and stereotypes. "Overcoming gender stereotypes is one of the most difficult changes to achieve since they are pervasive in our society and frequently not reflected on." (HRK 2019). The German Research Foundation (DFG) also states that the goal of equal opportunities for women and men in the academic sphere not yet been achieved and advocates a cultural change at all levels to ensure acceptance of the necessary measures (DFG 2020).

Overall situation at Aschaffenburg UAS

In the small group of teachers for special tasks, the gender ratio is currently unbalanced to the detriment of men, with two men and ten women. Given the small total number of these mostly fixed-term part-time positions, targeted measures to equalise this ratio are not required at the present time.

Women are typically significantly **underrepresented** among the group of research assistants as compared to men. An increase in the **share of women from almost 26%** in this group of people is desirable. At Aschaffenburg UAS, research assistants are almost exclusively employed in the Faculty of Engineering. The low rate of female students in STEM subjects makes it difficult to recruit female research assistants – both internally and externally. Their number has increased slightly in recent years, however.

The main focus should be on the share of female professors: an increase here is a stated aim of policy. The **share of women in professorships at Aschaffenburg UAS** is currently on the increase again after a consolidation phase. The appointment rate in 2020 was around 67%. This gratifying progress in filling new professorships is within the term of the current target agreement. The goal of achieving a share of women among all professorships of **at least 22% by the end of 2021** was achieved (*currently 26.6%, as of 11.2021*). The **share of female professors** – which was **22.9%** as of the reporting date – still has **room for improvement**, so active efforts are required here. A share of 30% is essentially to be aimed for, since this would generate a critical quantity of female professors that would

then ensure gender equality is achieved of its own accord (buKoF 2018). Since Aschaffenburg UAS is advancing its profile as a university of applied sciences, it is particularly important to keep an eye on the **share of female professors at the FoE**. The FoE has a share of female professors of 10.9% as of the reporting date and is doing everything in its power to further increase and maintain this (*currently 18.3%, as of 11.2021*). The different shares of female professors in the faculties reflect unchanging subject preferences among women.

3.6.1 Early career academics

Since 2016, it has been possible to involve the Women's Representative in the recruitment process for research assistants and teaching staff for special tasks. The UAS Women's Representative is informed of the new procedure by the Human Resources Unit and has access to the applications. However, she does not have the time to monitor the recruitment process on a regular basis, so only random checks are carried out.

The qualification programme *rein-in-die-hörsäle* run by of the State Conference of Women's Representatives at Bavarian Universities of Applied Sciences (LaKoF Bayern/HAW) has been used to promote early-career female academics since 2002. On their path to a UAS professorship, women are prepared, supported and accompanied in their personal academic career planning up to the application process. Part of this qualification initiative consists of the Lectureship Programme (LAP), which finances female lecturers through LaKoF Bayern with funding provided by the Ministry of Science. Despite intense promotion, only small numbers of suitable female lecturers are regularly found who are considered suitable for the programme. At Aschaffenburg UAS, information is regularly provided – also as part of individual counselling – on the doctoral scholarship programme run by LaKoF Bayern, which is also part of the qualification initiative, and the events offered by LaKoF Bayern for interested and potentially qualified women. These measures will be continued.

Support for early-career academics is playing an increasingly important role, also in connection with strengthening research activities at universities of applied science. Doctoral candidates and research assistants are crucial to research. Demand is increasing, especially in view of the *Hightech Agenda Bayern* initiative, which is also directed at universities of applied science. The qualification conditions for early-career female academics must be improved overall in order to increase the share of women at all qualification levels. Measures for the targeted recruitment of female

research assistants are also gradually coming into focus at Aschaffenburg UAS.

Doctorates are crucial when it comes to attracting early-career female academics. The low share of women (14%) taking cooperative doctorates (predominantly at the FoE) is a challenge facing the advancement of women at Aschaffenburg UAS. The possibility of a doctoral scholarship through LaKoF Bayern is regularly advertised at the FoE. In future, women will be specifically promoted through the interdisciplinary doctoral college at Aschaffenburg UAS, which was founded in 2019. The BayWiss/LaKoF campaign *I love science*, which was launched in spring 2021, will be run through the doctoral college, for example. Other activities which are planned or already in progress include programmes or programme placements (seminar, coaching) geared towards personal development for female doctoral students.

3.6.2 Professors

Measures initiated

As part of professorship appointment procedures, the Basic Regulations stipulated that it is the responsibility of the Faculty Women's Representative, to ensure that efforts are made to recruit women, subject to aptitude, ability and professional qualifications. In order to make sure that a consistent level of quality is maintained in the advancement of women in this area, the UAS Women's Representative has taken initial steps towards optimising the relevant processes in the last two years. She provides information on suitable further training opportunities (e.g. the LaKoF Bayern basic seminar for Faculty Women's Representatives) and involves the Faculty Women's Representatives in gender equality work.

A key step taken in summer 2019 was the enhanced implementation of the advancement of women in the process description for the appointment procedure: the UAS Women's Representative and Faculty Women's Representatives are fully involved in the process of recruiting female applicants and, depending on the type of professorship advertised, help shape this process by pursuing their own recruitment activities, for example. As a result, the Appointments Committee now has to be staffed with at least one female professor (in addition to the Faculty Women's Representative). All in all, the share of women on the Appointments Committee is to be at least 30%. In addition, Deans and Faculty Women's Representatives have been provided with the same background information and requested to raise the awareness of the respective committee chair.

"It is politically intended and required under constitutional law for female academics to be attracted to academic positions with a view to achieving equal participation. Moreover, only through equal participation of female academics will it be possible to tap fully into existing potential in terms of innovation and talent. Diversely composed working groups generally have a positive impact on the quality of research due to the variety of perspectives, experience and skills of their members."
(DFG 2020)

For this reason, one key focus of the promotion of gender equality in the academic sector is the gender-equitable configuration of appointment procedures; at the initiative of the UAS Women's Representative, optimisation of these procedures in this area was included in the current target agreement with the Ministry of Science in July 2019. The point of departure is the application situation itself. Potential female applicants must be targeted effectively at an early stage. A lot has been achieved here to date. The measures are now established as part of the process and their implementation is monitored and supported by the Faculty Women's Representatives.

Individual measures introduced since 2019 include:

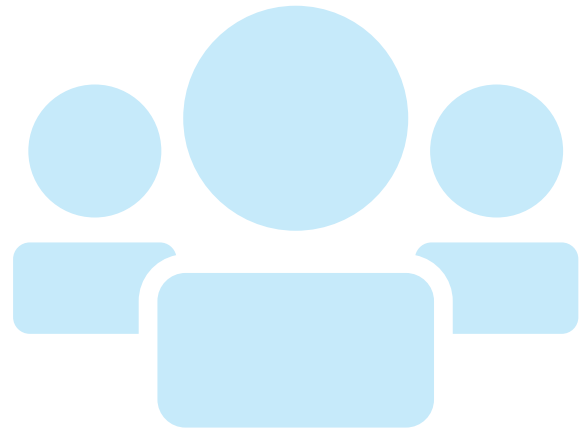
- Use of improved wording that is as gender-sensitive as possible, including the relevant **text** modules to explicitly address women but also referring to the family-friendly nature of the working conditions and the UAS Women's Representative as a contact
- **Selective and broad dissemination of the vacancy text**, not just in the usual media but also among the entire professorate and for selected portals and databases; since the university joined the national initiative for women in STEM professions (*Komm, mach MINT*) this also includes the job portal on that platform

- **Targeting potentially suitable female candidates (active recruitment)** by means of the digital use of female academic networks, as well as active search in the **database FemConsult**
- **Initial standardisation of the recruitment procedures described**
- **Documentation requirement for** Appointments Committee chairs regarding the recruitment measures taken, using a standardised template
- Use of external **personnel consultants** for the targeted search of primarily female applicants who are suitably qualified by means of various procedures, initially mainly for filling positions at the FoE; positive evaluation and agreement on a framework contract (by mid-2023) for the use of a personnel agency in ten further procedures at both faculties

In order to raise the visibility of the UAS professorship job profile, especially among suitably qualified female academics, the respective Women's Representatives in 2013 and 2018 arranged for the two-day seminar *Berufsziel Professorin an einer Hochschule für angewandte Wissenschaften* ("Professor as a career goal at a university of applied sciences") organised by LaKoF Bayern to be held at Aschaffenburg UAS. In spring 2021, a virtual information evening on the topic was held at Aschaffenburg UAS. With the aim of improving external perception of the benefits of a university professorship, LaKoF Bayern rolled out a state-wide social media campaign for the entire year 2021 under the title *WerdeProfessorin.de* (<https://werdeprofessorin.de/>) this aims to draw attention to the job profile of a professor at a university of applied sciences and motivate women to pursue this as a career. Aschaffenburg UAS is involved in this illustrated campaign in that it provides financial support and runs the relevant social media activities, with the Women's Representative of the FoBL acting as a role model.

Increasing the appeal of Aschaffenburg UAS as a workplace

One aspect that reflects the appeal of a university as a place to work for female and also male professors who have a family is the organisation of the schedule. Since 2010, it has been the declared intention of both faculties to take into account the wishes of teaching parents so as to maintain or enhance family-friendliness, providing this does not conflict with work requirements. Nothing has changed in this respect. In addition to its longstanding family-friendly policies, Aschaffenburg UAS remains an outstanding research location. Both of these aspects are communicated externally, with emphasis being given to the *fgH* certification (family-friendly university)



and with a relevant contact being named in the text of the advertisement. The Instagram channel of the Family and Women's Office opens up a new dimension of contemporary communication.

Activities to promote the job profile of a female UAS professor are in progress. On the website, there is still room for improvement as far as the information is concerned, especially with regard to the requirements for application and details of the appointment procedure as well as the fact that an on-boarding programme has yet to be set up. As things currently stand, only initial steps have been taken here in the form of basic mentoring or sponsorship for newly appointed colleagues; these are structured differently in the two faculties. Further expansion of these aspects is included in the BMBF-funded project *Prof @ THAB 2030*, which started in May 2021.

Optimisation of advertisements

The framework text for advertisements is subject to an ongoing improvement process. Suggestions for gender-sensitive wording in the actual text of advertisements have been fed to the faculties and this will continue. However, due to the large number of people involved and the lack of continuity, the aim should be to achieve greater consolidation; the wording of advertisement texts in both faculties is subject to close scrutiny. The Deans and the Faculty Women's Representatives are involved. Here, too, there are synergies with the *Prof @ THAB 2030* project that are being exploited.

Quality in appointment procedures and appointments

Transparency and fairness in appointment procedures are important for the successful recruitment of professors, both female and male. For this reason, initial recommendations for action on gender equality in the procedures were launched by the UAS Women's Representative through the revised

“Process description of appointment procedures at AUAS”. The procedure is currently undergoing a further comprehensive review from the point of view of fairness and transparency as part of the project *Prof @ THAB 2030*, for example. Here, too, due to the changing composition of the Appointments Committees, it is crucial to ensure regular awareness-raising among all parties involved. In addition to the repeated review of the existing “Process description of appointment procedures at AUAS”, the plan is to produce a guideline for quality assurance in appointment procedures; both will be supported and/ or implemented by the project *Prof @ THAB 2030*. Another important step in this direction is the redefinition of reporting on the procedure to the university management (Art. 18 para. 2 Bavarian Higher Education Personnel Act – *BayH-SchPG*) as of spring 2021. This is now taken care of by a female or male professor from the other faculty in each case.

Selection according to Article 33 (2) of the Basic Law and equality according to Article 3 (2) and (3) of the Basic Law are not mutually exclusive. However, the quality criteria for the best candidates need to be reconsidered. For this reason, room for interpretation in terms of job requirements has to be minimised based on a catalogue of formal requirements that is as standardised as possible. Up until now, quality criteria have been defined by a primarily male academic community. Impact factors cannot be the only criteria here, however: quality standards must also include leadership and gender competence (bukof 2018). The German Council of Science and Humanities states that impact factor and quantity are not relevant on their own but that quality and other dimensions are also important factors (bukof 2018). In the course of the appointment process, when assessing previous academic performance, family periods should be taken into account separately, adhering to the principle of the selection of the best. It is typically the case that the overall conditions in which female and male academics operate at a university tend to favour male lifestyles. In many cases, personnel selection is still oriented towards the standard male career, comprising the continuous three-phase progression of education, employment and retirement. Where female academics hold the same qualifications as their male colleagues, Aschaffenburg UAS seeks to prevent them from being judged as less suitable for employment, ensuring that career breaks are not regarded as disadvantageous.

3.7 Gender equality in the student body and attracting young talent

The share of female students at FoE, at less than 25%, shows that young women continue to choose their field of study based on gender-typical preferences. About half of schoolgirls

generally do not feel sufficiently encouraged to study something that is “atypical for girls”: this is why many projects such as *Girls’Day* and *BayernMentoring* are geared specifically towards girls. As early as 2010 it was found that, while existing activities at the university have to be further expanded, it is not realistic based on previous experience to expect a significant increase in female uptake of technical degree programmes – despite the intensive efforts that go into student marketing, including measures that specifically address girls and young women.

This is not surprising: although projects to increase the share of women on STEM courses have a firm place throughout the entire university fabric, only around 30% of students taking STEM subjects are women. Research into the causes of this was the subject of a project funded by the Federal Ministry of Education and Research entitled *STEM-Strategien 4.0 – Strategien zur Gewinnung von Frauen in STEM-Studiengängen an HAW* (“STEM Strategies 4.0 – strategies for attracting women to STEM courses at UAS”) conducted by researchers at OTH Regensburg and Munich University of Applied Sciences. It has been shown that many projects still address female students in the conventional way, but that women themselves do not want to be seen as being in need of support and would rather see programmes offered that address their specific circumstances (e.g. parenthood, language barriers, etc.).

Aschaffenburg UAS still aims to increase the share of female students who take STEM and STEM-related subjects. One step in this direction was taken when AUAS joined the national initiative for women in STEM professions *Komm, mach MINT* in May 2020. Aschaffenburg UAS’ official joining of the nationwide initiative *Klischeefrei* in autumn 2020 also signals a higher education policy that favours a choice of profession and study that is free of gender clichés. Another reliable method is to establish new interdisciplinary degree programmes. Projects to specifically address schoolgirls and female students have to be selected and designed with great care. There is still a definite need for action in this area.

3.7.1 Students in special circumstances

Special accommodation is made for students with a child, caring responsibilities and/or a job:

- The option of a **leave of absence for students** with children or care obligations on application; there are special regulations for taking maternity leave and parental leave; in this case, examinations may also be taken during the leave of absence and the restriction to two semesters of leave does not apply

- **Extension of practical semesters** for students with children
- **Advance sign-up for taught courses accompanying the period of practical experience and (compulsory) electives since summer semester 2017**
- **Family-friendly degree programmes** that make it particularly easy to reconcile academic study and family life because they ensure flexibility in terms of scheduling and venue, e.g. part-time engineering degree programmes, and also the degree programme in Business Administration for Small and Medium-Sized Enterprises, which increasingly makes use of blended learning; the master's degree programme in Business and Law can also be taken on a part-time basis.

3.7.2 Schoolgirls

It is essential for the university to **recruit young academics** at an early stage. In terms of promoting gender equality, the first priority must be to increase the share of female students in subjects in which they are underrepresented. In order to achieve this, technically oriented job profiles must be designed so that they are of interest to young women, and the next generation of women must be encouraged to counteract entrenched stereotypes of male and female professions. In addition to the **fact that new degree programmes have now been introduced at the FoE** that particularly appeal to women because of their interdisciplinary, international and application-oriented nature, Aschaffenburg UAS also offers various projects for schoolgirls:

- Since 2003, organisation (by the FoE Women's Representatives) of and participation in the nationwide **Girls'Day**, which attracts more than 100 schoolgirls from the city and local district to Aschaffenburg UAS every year
- Since 2007, regular **school visits** to present all degree programmes; both faculties have school representatives among the professors, and school visits are coordinated, prepared and carried out in close cooperation with the Career Service and a permanent employee at the FoE
- **Promotion of STEM activities** by the university through programmes such as **MINTzE** and **SANTO**, which are open to all students. The project **MINTzE** ('Guiding STEM Students to Success') aims to increase the graduation rate in all STEM degree programmes while maintaining academic quality. **SANTO** ('Pupils' Academy for Science and Technology at Upper Secondary School') aims to arouse enthusiasm for scientific subjects among upper-secondary school pupils and equip them with the skills required to choose a course of study and a career.

- Modern gender-sensitive **microsite** to specifically address prospective students
- Since 2020, creation of **videos for individual degree programmes** at the two faculties
- Contact search for young people via various **Instagram channels** (university-wide and for individual degree programmes)

3.7.3 Female students

Support for female students pursuing a degree programme aims to strengthen their motivation, resilience and academic self-confidence and is offered as follows:

- **Support for female students at both faculties through various programmes**, e.g. annual scholarships and prizes awarded by the Aschaffenburg regional group of ZONTA International since 2018
- Targeted **support for female students at the FoE** with a special three-stage mentoring programme through **BayernMentoring**: this project **FRAUKE Mentoring** was launched in the winter semester 2004/05 and is coordinated by the Family and Women's Office. In the second stage of the programme, **Big sister – little sister**, female students in more advanced semesters provide first-semester students with advice and support so that they can get off to a swift and smooth start to their studies as far as possible. In the first stage of the programme, **Eine Ingenieurin als Freundin** ('A female engineer as a girlfriend'), experienced female engineers give female students in more advanced semesters tips and information on how to start their career successfully. The aim of this stage is a successful transition from academic study to work and the establishment of a long-term network. The project is backed up by target group-specific events and seminars. There are plans to introduce a third stage entitled **Meine persönliche Studentin** ('My personal female student' – with a female student coaching an upper secondary schoolgirl).
- An increase in the share of female professors at the FoE, which has already been initiated, will also benefit the recruitment of early-career academics in general. **An increased availability of female role models** will attract students and has the potential to help motivate female students to climb the skills ladder with determination and resolve.

4. Gender Equality Action Plan – an overview

Future measures to support the further development and sustainability of gender equality work at Aschaffenburg UAS have been defined for each field of action identified.

Organise gender equality work on a sustainable basis

Organisational work is already well advanced. The legal framework may change as a result of the higher education reform, but this is not expected to involve any new orientation with regard to the content of gender equality work.

Embrace family-friendliness in practice

Even though the university is making exemplary progress in its efforts to achieve family-friendliness and is aware of many problems thanks to the *fhg*audit, this issue remains an ongoing task where management strategies are not least shaped by external factors (e.g. the coronavirus pandemic).

Raise awareness of equal opportunities – introduce quality management

The existing measures have mainly emerged from initiatives undertaken by the Women's Representatives and Gender Equality Officers. In the future, Aschaffenburg UAS will increasingly see gender equality as an interdisciplinary task and will ensure that awareness is raised across the board.

At the same time, strategic gender equality controlling based on key indicators and metrics enables a systematic and targeted approach. Since the issue is an overarching one, monitoring of target achievement should ideally be clustered in a single unit combining all the university's commitments from the various steering instruments. This consideration must be pursued in the medium term.

Ensure equal opportunities among non-academic staff

Gender equality in terms of sheer numbers is not the core problem in this area; what is noticeable among collective agreement employees is the high number of women working part-time. This share is particularly high in the lower pay groups. For this reason, it is crucial to ensure equal development opportunities at the workplace for all, regardless of gender. Targeted support for the professional development of employees – especially after a hesitant start for family reasons – is indispensable in order to retain good staff in the organisation in the longer term.

Increase the share of women in professorships (Target Agreement 4.0)

There is still an inadequate share of female professors at Aschaffenburg UAS: an increase here is a priority target under the current target agreement with the Ministry. Several measures have already been initiated, others are still pending. It will be crucial for synergy effects to be generated and tapped into in connection with the project *Prof @ TH AB 2030*, which started in May 2021.

Dismantle stereotypes – attract female students to the FoE (Target Agreement 4.0)

The promotion of young female STEM talent must be further expanded at Aschaffenburg UAS. Increasing the appeal of FoE degree programmes for women remains an ongoing task. Suitable measures need to be developed to address female students in particular and to arouse their interest in the degree programmes offered by the FoE. At the same time, female students in general must not be overlooked.

5. Closing remarks

Seamless processing of the data since 2010 has made it possible to ensure comprehensive documentation of the university's successful gender equality work, primarily due to the commitment of the Family and Women's Office under the direction of the UAS Women's Representative and in close cooperation with the two Gender Equality Officers. This provides the university with an ideal basis for close data monitoring in the future.

The university's Gender Equality Action Plan reflects its philosophy, which is guided by a sense of responsibility and based on the conviction that gender equality is feasible and that equal opportunities are achievable for all genders.

With the stated policy goal of increasing the share of women in professorships, the university has already used the current target agreement (2019 – 2022) to great effect to launch a number of gender equality policy measures. Securing funding for these measures makes it easier for the actors to implement them and motivates them to take on larger projects.

These measures are ideally complemented by the BMBF-funded project *Prof @ TH AB 2030*, which is in a position to implement and pursue the endeavours embraced by the Gender Equality Concept.

A place of work and study where all genders can operate together at all levels with equal rights and roughly equal distribution is a place of tolerance and creativity – indispensable building blocks for a successful future. This is why the commitment to gender equality is now also a key factor in connection with research funding. This is evidenced by the DFG's *Research-Oriented Standards on Gender Equality* and the requirements of gender equality plans set out in the new EU framework programme for research and innovation *Horizon Europe*.

The higher education reform and the amendment of the Bavarian Higher Education Act are in full progress. The revision of the Bavarian Gender Equality Act has been postponed. As places of research and teaching, universities certainly have a great deal of potential and are leading the way in fulfilling their responsibility to society as a whole: "Universities are formative institutions for young people, so they are crucial in shaping our social interaction in the future. For this reason, the promotion of equality and diversity is of particular importance as a mission in its own right." (BayStMWK 2020)

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