



UNIVERSITÄT PADERBORN
Die Universität der Informationsgesellschaft

FUTURE EQUALITY CONCEPT AT PADERBORN UNIVERSITY

FOR THE APPLICATION TO THE FEMALE PROFESSORS PROGRAMME III



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1 Equality policy: Profile

Gender equality and equal opportunities are core values and goals at Paderborn University, to which the university has long been committed to implementing and achieving with regard to its staff and organisational development activities. In 1987, equal opportunities and equality were integrated in the university at both central and decentralised level, e.g. through the appointment of equal opportunities officers, the creation of the university's Equal Opportunity Commission and the establishment of a professorship in Women's Studies. To further advance its equality strategies, Paderborn University has to date very successfully participated in key federal and state-wide gender equality schemes, including the North Rhine-Westphalia Gender Award (Genderpreis NRW), North Rhine-Westphalia state programmes (Landesprogramme NRW), the German Research Foundation's (DFG) Research-Oriented Standards on Gender Equality and federal and state female professors' programmes. As part of the Female Professors Programme I, an equality concept was drawn up for Paderborn University for the very first time in 2008. The aim of the concept was to significantly increase the number of women in academia through strategic goals and new target group-specific equal opportunity measures. Existing measures were enhanced, bundled and made permanent, leading to a steady increase in the proportion of women in all academic qualification and status phases. To continue along this successful path, in 2013, the University Executive Board of Paderborn University decided to evaluate and update the university's Equality Concept beyond the term of the Female Professors Programme I up to 2018.

The main achievements of the university's equality policy work over the last decade are:

- Top ranking for the proportion of women in professorships at state and national level (2018: 37.3%)
- Increase in the proportion of women in all academic qualification and status phases
- North Rhine-Westphalia Gender Award (Genderpreis NRW) for the best equality concept (2009)
- TOTAL E-QUALITY seal (2009, 2012, 2015)
- Top rating of the university's Equality Concept within the framework of the DFG's Research-Oriented Standards on Gender Equality in all three procedural steps (2010, 2011, 2013)
- Equality quota for the appointment of professors and committee members
- Conclusion of agreements on equal opportunities and equality goals between the Executive Board and faculties
- Establishment of the Center of Gender Studies on a permanent basis and establishment of a junior professorship in "Technology and Diversity in Mechanical Engineering"
- Re-audit of the university as a family-friendly university (2008, 2012, 2015)

The aim of this Future Equality Concept is to pursue the university's successful equality policy/strategy of the last decade with new focus beyond 2018. In addition to the individual measures that have to date proven effective (e.g. mentoring programmes, financial support), which the university will continue to pursue if evaluated positively, the focus will now be on even more extensive implementation of gender-equality structures and the dismantling of exclusionary mechanisms, in particular in the academic qualification phase. This will be accompanied by a more extensive transfer of knowledge from gender research findings to teaching and research activities, with the focus on STEM subjects.

2 Situation and gap analysis | Conclusion

2.1 Situation and gap analysis

The following sections provide a gender-specific analysis of Paderborn University's statistical data on the representation of women in all academic qualification phases. The changes here over the last decade will be examined: The statistical data at the time of the adoption of the first Equality Concept (2008-2013), drawn up as part of the Female Professors Programme I, will be compared to the data reported on in the Female Professors Programme II (2013) and the current figures for the Female Professors Programme III (2018).

Students | graduates

When the first Equality Concept was drawn up, the proportion of female students at Paderborn University was 44.6% (Winter Semester 2007/08). In the first reporting period 2008-2013, the proportion of female

students increased by 3.5% to 48.1% in Winter Semester 2012/13; in Winter Semester 2017/18, this figure stood at 47.5%. This is on a par with the nationwide average of 48.2%.

As expected, there are vast differences in the proportion of female students by faculty; this situation has changed only marginally over the last decade¹: In Winter Semester 2017/18, the proportion of female students in the Faculty of Arts and Humanities was 70.1% (WS 2007/08: 72.7%), in the Faculty of Business Administration and Economics, 47.6% (WS 2007/08: 41.4%) and in the Faculty of Science, 40.7% (WS 2007/08: 40.1%). The proportion of female students is lower in the Faculty of Mechanical Engineering, at 14.9% (WS 2007/08: 13.3%), and in the Faculty of Computer Science, Electrical Engineering and Mathematics, at 22.9% (WS 2007/08: 18.6%), in which the Electrical Engineering (WS 2017/18: 13.6%) and Computer Science (WS 2017/18: 15.5%) teaching units in particular record low numbers of female students. The Mathematics teaching unit has a high proportion of female students, at 65.1% (WS 2017/18), due to the high number of student teachers in this teaching unit.

In the examination year 2007, the proportion of female graduates (excluding PhD students) stood at 48.4%. This increased to 49.9% in 2012, and to 55.5% in the examination year 2017 – five percentage points above the national average of 50.6% (2016).

Early-career researchers and junior academics | PhD students | Postdoc students

In the past, Paderborn University's statistical data has shown a clear discrepancy between the high proportion of women it employs in professorships compared to the rest of Germany and its comparatively low proportion of female PhD students and academic staff below professorship level. In recent years, however, the university has successfully increased the proportion of female students on its PhD programmes: In the examination year 2007,² the proportion of female PhD students at Paderborn University was 21.7%. This was far below the national average (40.9% in 2006) and lower than the proportion of female professors at the university. The proportion of female PhD students increased from 21.7% (examination year 2007) to 35.6% (2012), and currently stands at 37.3% (2017). This shows that the measures implemented are now taking effect. Even though the gap between these figures and the national average has narrowed by 11.3% over the last decade, the proportion of female PhD students at Paderborn University is still 7.9% below the national average of 45.2% (2016), which means that there is still need for action here.

The proportion of female academic staff has also increased significantly over the last decade, up 19.2% from 24.3% (01/2008)³, via 36.7% (01/2013), to currently 43.5% (01/2018). This places Paderborn University just above the nationwide average of 42.8% (2016). This also shows that the measures implemented in recent years to support and promote female early-career researchers and junior academics at Paderborn University are now having an impact.

The 2008-2013 Equality Concept set out a strategic goal of achieving a proportion of female PhD and postdoc students at least equivalent to the respective proportion of women at the preceding qualification level (cascade principle). As mentioned above, this ambitious goal has not yet been achieved in the case of PhD students. It has, however, been achieved for postdoc students. The proportion of female postdocs (since 2010 incl. interim evaluations for junior professors) in 2008 was 34.5% (10 women), increasing to 40.0% (10 women) in 2013 and 44.1% (15 women) in 2018. As the figures available for Paderborn University are relatively low here, a five-year period was used in each case – for 2008, the calendar years 2003-2007, for 2013, the years 2008-2012 and for 2018, the years 2013-2017. This places Paderborn University above the national average of 30.4% (2016).

Professors

For several years now, Paderborn University has occupied a leading position in Germany for the proportion of women it employs in professorships (2016: Ø 23.4%); it has occupied the top spot in North Rhine-Westphalia (2016: Ø 24.8%) since 2004. At the time of the adoption of the 2008 Equality Concept, the proportion of female professors, including junior professors, at Paderborn University stood at 23.4%. By the

¹ Students are classified according to the faculty in which they exercise their right to vote.

² The examination year 2007 comprises Winter Semester 2006/2007 and Summer Semester 2007.

³ Data collected by Paderborn University, Jan. 2008, Jan. 2013 and Jan. 2018

time of the report drawn up as part of the Female Professors Programme II in 2013, this figure had increased to 31.6%. The proportion of female professors has since further increased and, as of 2018, stands at 37.3%. There are still significant differences in the proportion of female professors in the university's individual faculties. Particularly noteworthy here is the Faculty of Arts and Humanities, which, as of 2018, boasts a 60.2% proportion of female professors, and therefore the highest proportion of women of any faculty. This is followed by the Faculty of Science, at 31.6%. In the Faculty of Business Administration and Economics, the proportion of women stands at 18.4%, and in the Faculty of Computer Science, Electrical Engineering and Mathematics, 18.3%. The increase in the proportion of female professors in the Faculty of Mechanical Engineering, which at the time of the Female Professors Programme I and Female Professors Programme II stood at 0%, can be deemed a particular success. Following the faculty's first ever appointment of a female academic in 2013, a second woman was appointed to a professorship in 2017, increasing the proportion of women to 12.5%.

Between 2008 and 2012, a total of 107 new professors (incl. junior professors) were appointed at Paderborn University, 40.2% of whom were women. In the period 2013-2017, the proportion of women among the 151 new professors appointed was 42.4%.

2.2 Situation and gap analysis: Conclusion

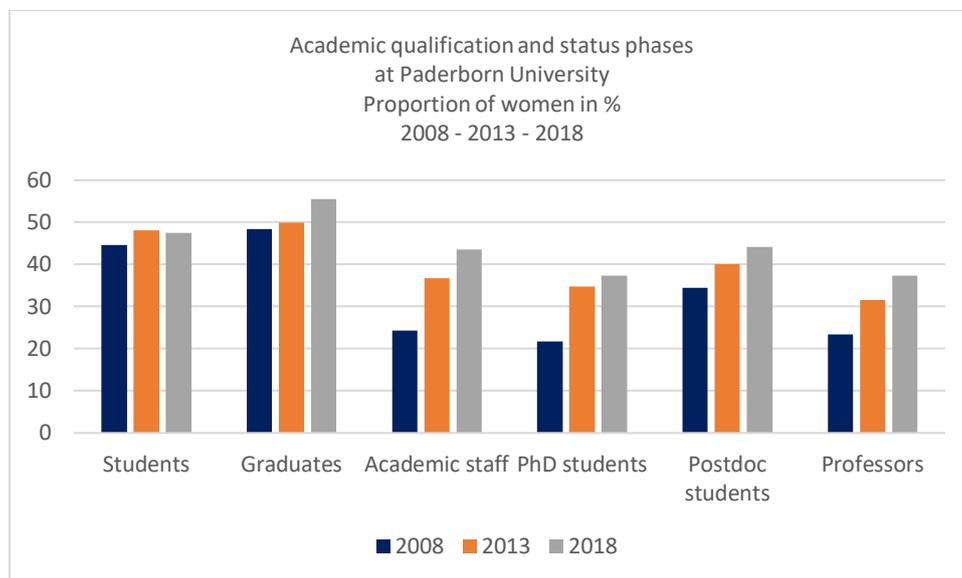


Fig. 1 Academic qualification and status phases at Paderborn University, proportion of women in %

Version: Academic staff and professorships Jan. 2008, Jan. 2013, Jan. 2018; graduates and PhD students examination year 2007, 2012, 2017; students WS 2007/08, WS 2012/13, WS 2017/18, postdoc students (as of 2010 incl. interim evaluations junior professors) calendar year 2007, 2012, 2017 (source: Paderborn University, Div. 1.3)

Students | graduates

Gender parity has (almost) been achieved in terms of the proportion of female students (47.5%) and graduates (55.5%). However, there is still major need for action when it comes to the proportion of female students in STEM subjects. Although the figures have risen slightly over the last decade, female students continue to be underrepresented in STEM subjects. Despite revising its measures to attract female students and making them permanent, such as its Spring Uni and Autumn Uni events, the university has not achieved the goal set out in the Equality Concept of significantly increasing the proportion of female students in STEM subjects, in particular mechanical engineering, electrical engineering and computer science. As the measures implemented to date are obviously not sufficient, there is need for further action here. New measures and goals will need to be developed over the next five years. The goal is to change the faculty

cultures by further integrating gender aspects into teaching and research in STEM subjects, and thereby counteracting the gender gap in students' choice of course.

In addition to attracting female students to STEM subjects, a further goal is to support first-year female students with their studies, with the aim of reducing the drop-out rate among female students, and ultimately encourage more female graduates to go on to a subsequent qualification phase. This is where schemes such as the Faculty of Computer Science, Electrical Engineering and Mathematics' mentoring programme "perspektiveM" and the "FIMINT" network (Women in STEM subjects at Paderborn University) come in, with plans to further expand these.

Early-career researchers and junior academics | PhD students | Postdoc students

Figure 1 shows the proportion of women in academia at Paderborn University in 2008, 2013 and 2018. The fact that the proportion of women in all academic qualification and status phases has continuously risen is indicative of the success of the equal opportunities measures adopted. However, the graph also shows that a large number of women still drop out during the qualification process. The goal set out as part of the Female Professors Programme I for the "Female early-career researchers and junior academics" group of achieving a proportion of female PhD and postdoc students at least equivalent to the respective proportion of women at the preceding qualification level (cascade principle) has not been achieved in the case of PhD students. Although a high number of women are still dropping out from Paderborn University after graduation, this trend has declined over the last decade. In particular the increase in the proportion of female academic staff at Paderborn University, which, as of 2018, is above the national average, can be seen as a very positive trend. Accordingly, even though there has been a large increase in the number of female students completing their PhD over the last decade, there is still need for action here. It can be assumed that the success of the measures implemented for female early-career researchers and junior academics will not only be reflected in the proportion of female employees at the university, but also, after a certain period of time, in the proportion of female PhD students. The goal for 2023 is to achieve a proportion of female PhD students equivalent to the current proportion of academic staff (43.5%).

In 2013, a study was conducted on the under-representation of female PhD students at Paderborn University.⁴ This study highlighted, among other things, that uncertainties with regard to career prospects and poor working conditions/conditions for PhD students put many off pursuing a PhD. The university has to date not conducted any surveys to establish whether the low proportion of female PhD students is down to the fact that women generally decide not to pursue a PhD or because they start a PhD programme but do not finish it. Plans are in place to investigate this question in a more in-depth follow-up study.

In the case of female postdoc students (since 2010 incl. interim evaluations for junior professors), the goal set out in the Equality Concept of achieving a proportion of women based on the cascade model was achieved in both 2013 and 2018. The goal for female postdoc students for the next five years is to increase the total number of female postdoc students and to support female early-career researchers and junior academics on their path to a professorship through accompanying measures.

Professors

With a 37.3% proportion of female professors, Paderborn University sits firmly above the state and national average. In order to maintain and steadily increase this high proportion of women in the long term, Paderborn University has set itself the goal of increasing the proportion of women among newly appointed professors to 50.0% by 2023.

As the proportion of female professors differs greatly between the individual faculties, different five-year goals are required for each of the university's faculties. In the Faculty of Arts and Humanities, which boasts a high proportion of female professors, the status quo is to be maintained until 2023, and, specifically, gender-specific differences with regard to a possible gender pay gap are to be examined.

The university's other faculties, on the other hand, will continue to focus on increasing their proportion of female professors. No concrete target quotas are specified here, as these are set to be redefined this year

⁴ Riegraf, Birgit; Pilgrim, Irmgard; Reimer, Romy (in collaboration with Christina Möller) (2013): Wege zur Promotion – Studie zur Unterrepräsentanz von Frauen an den Promotionen der Universität Paderborn (Pathways to a PhD – Study on the under-representation of female PhD students at Paderborn University). Paderborn.

for a further 3 years in discussions within the framework of agreements on goals between the Executive Board and faculties based on a valid database and scientific quota models.

Conclusion: In conclusion, it is evident that the proportion of women in all academic qualification and status levels has increased over the last decade. There is need for action in particular for the “Female PhD students” group and in order to increase the proportion of female students and professors in STEM subjects. The measures planned within the framework of the 2008-2013 Equality Concept have been implemented and the effectiveness of these measures verified. These measures are to be continued in the future and made permanent. They will be regularly evaluated and refined.

However, the situation and gap analysis has also shown that a new strategic direction is needed to further increase the proportion of women in academia. In addition to the individual measures implemented for female early-career researchers and junior academics over the last decade, there needs to be more focus on examining and changing the structures in place for supporting and promoting early-career researchers and junior academics. Structured PhD funding and staff development activities for early-career researchers and junior academics, as well as transparency and making it easier for PhD students to plan their academic career through longer-term and better employment contracts will contribute to greater gender equality in academia and a lower drop-out rate among women in the qualification phase (Kahlert 2012)⁵. This is where Paderborn University plans to focus its efforts over the next five years.

Despite a variety of measures, it has not been possible to close the gender gap in terms of students’ choice of course, with the proportion of female students in STEM subjects up only slightly. In the future, greater emphasis is to be placed on integrating findings from gender research into teaching concepts and research in- STEM subjects than has been the case to date. In the long term, this should improve the appeal and quality of STEM courses.

3 Staff development and recruitment on the path to a professorship

Numerous studies show that the under-representation of female academics in leadership positions is primarily due to structural aspects in academia (e.g. Kahlert 2012). Paderborn University’s internal study on the under-representation of female PhD students also proves that uncertainties with regard to career prospects and poor working conditions/conditions for PhD students put many off pursuing a PhD. Structural changes can lead to long-term improvements in the recruitment of women and help achieve more equal opportunities in academia. Over the next few years, Paderborn University’s Future Equality Concept will therefore aim at systematic and gender-equitable staff development and an even more extensive integration of gender research into equality strategies.

Measures to attract female students

The data shows that the proportion of female students in the Faculty of Mechanical Engineering and Faculty of Computer Science, Electrical Engineering and Mathematics is still low. Increasing the proportion of female students on these courses is therefore a central goal. To achieve this goal, Paderborn University is working closely with, for example, schools, employment agencies and career advice centres. School visits and participation in career fairs are leveraged to advertise courses in STEM subjects. In order to increase the proportion of female students, a series of measures have been adopted that have been made permanent, evaluated and redefined over the last few years (see Table 1). These measures are organised by the “**Women Shape the Information Society**” project and are regularly evaluated and revised accordingly. The implementation and effectiveness of these measures is continuously monitored by a **steering group** comprising representatives from all STEM subjects and the Center of Gender Studies, as well as the Central Equal Opportunities Officer. The figures show that the measures implemented to date have not led to any significant increase in the proportion of women in STEM subjects. However, regular evaluations, in particular of the Spring Uni and Autumn Uni events, show a consistently high level of participation in these events, a high level of satisfaction with the measures among the female participants and relevance for female students’ study choices. Consequently, these measures are to be continued within the framework of the Future Equality Concept.

⁵ Kahlert, Heike (2012): Riskante Karrieren. Wissenschaftliche Nachwuchskarrieren zwischen Auf- und Ausstieg (Risky careers. Early careers in academia, between advancement and exit). Barbara Budrich Verlag, Berlin.

In addition, new strategies are needed within the framework of the Future Equality Concept to further increase the proportion of women in STEM subjects. The evaluations of the measures in the “Women Shape the Information Society” project reveal the desire of female students for a closer relationship with the university, as well as a more in-depth, intensive induction in STEM subjects. To respond to this need, Paderborn University plans to launch a new scheme, “**Technikum**”, in collaboration with the Department of Technical Education and affiliated coolMINT schools STEM lab. The “Technikum” is a 6-month internship in a company. During this time, female “Abitur” students with an interest in STEM subjects and/or professions can learn about different areas of technical companies and carry out their own project work. They will also attend first semester courses at the university one day a week. After completing their internship and giving a final presentation, female Abitur students will receive an internship certificate and a certificate of completion from the university. Paderborn University’s strong co-operation with industry partners and Fraunhofer institutes and its participation in the “it’s OWL” cluster of excellence, with over 180 co-operation partners from companies, universities and leading research centres, provide the ideal foundations on which to set up the “Technikum” scheme. In addition, female students in these subjects are to be more involved in teaching and research, e.g. through mentoring programmes, participation in conferences and student assistant contracts.

The recent appointment of a Junior Professor in “Technology and Diversity in Mechanical Engineering” and planned International Visiting Professorship in “Gender and Technologies, with a Focus on Digitalisation”, as well as the establishment of a new “Gender and Technologies, with a Focus on Digitalisation” competence centre aims to facilitate the implementation of findings and aspects of gender research in research and teaching in STEM subjects. The traditionally narrow content of STEM education will thereby be fundamentally expanded to include interdisciplinary, social and gender-specific aspects, which will improve the overall quality of the education provided and increase the proportion of female STEM students, in particular among first-year students.

Table 1: Measures for “attracting female students”

Measure	Status	Year	Duration
School visits	Implemented		Permanent
Participation in career fairs	Implemented		Permanent
“Women Shape the Information Society”	Implemented	1999	Permanent
Autumn Uni	Implemented	2002	Permanent
Girls’ Day	Implemented	2003	Permanent
Spring Uni	Implemented	2008	Permanent
Boys’ Day	Implemented	2010	Permanent
look upb	Implemented	2016	In place until 2018; to be made permanent if evaluation positive
Steering group for the implementation of measures to attract female students	Implemented	2009	Permanent
Junior professorship in “Technology and Diversity”	Implemented	2017	2023
“Technikum” scheme	Planned	2021	In the planning stage
“Gender and Technologies, with a Focus on Digitalisation” Visiting Professorship/competence centre	Planned		In the planning stage

Measures to attract female early-career researchers and junior academics

Over the last decade, the focus of supporting and promoting female early-career researchers and junior academics has been predominantly on implementing, evaluating and making permanent successive individual measures.

To support students during their studies and to ease their transition after completion of their degree, a number of **study-related measures** have been put in place, aimed at encouraging them to decide to go on to complete a PhD. A number of programmes are also offered to improve female **PhD** students' chances of pursuing an academic career. To prevent female **postdoc** students from leaving academia, targeted measures have been implemented for this group. Table 2 at the end of this section provides an overview of the measures adopted to support and promote early-career researchers and junior academics.

All measures for supporting and promoting early-career researchers and junior academics are evaluated and adapted on a regular basis. For example, up until 2016, a pool of research assistant positions was available to support female postdoc students in their research work. To provide for better employment conditions, these research assistant positions were converted into academic staff positions.

To improve postdoc grants, the grant amount was increased in 2017 from €1,800 to €2,400 per month and the purpose of the grants amended, thereby better adapting them to the needs of the target group. Depending on applicants' individual requirements, the grant can be applied for in the form of bridge financing/third-party start-up financing in the postdoc phase or as final financing for the postdoc.

All the successful measures implemented over the last few years for female early-career researchers and junior academics are to be continued within the framework of the Future Equality Concept and be firmly in place until 2023. During this period, the measures will be regularly evaluated and, where necessary, optimised.

However, the last decade has also shown that individual measures are not enough to achieve equal opportunities among early-career researchers and junior academics, but that structural changes are needed. Consequently, the university has set itself the goal of developing and implementing a gender-sensitive staff development strategy.

Paderborn University has long been committed to **ensuring its recruitment procedures are gender-sensitive**. For example, for all appointments, an equality form is used to check whether the recruitment procedure was carried out in a gender-equitable manner. In future, the university's recruitment processes are to be standardised even further and checked for gender aspects.

When defining positions for pay-scale employees, Paderborn University implements the "Agreement on good employment conditions for university staff", and thereby offers early-career researchers and junior academics fair framework conditions for their qualifications and training and makes it easier for them to plan for their academic career. Employment contracts with a term of less than one year should no longer be concluded. As a rule, PhD contracts will be concluded for a period of at least three years. The terms of employment contracts with third-party funding will be based on the term of the third-party-funded project.

Back in 2012, Paderborn University made a voluntary commitment to the state of North Rhine-Westphalia, within the framework of Target Agreements IV, to handle fixed-term employment contracts responsibly. The change in the average duration of fixed-term contracts for academic staff shows that this is now standard practice. While the average contract term in the first half of 2013 was just 1.02 years, this rose to 1.93 years in 2014 and 3.61 years in 2016. The average contract term is currently (as of Jan. 2018) 3.75 years. The average duration of fixed-term contracts for women is always higher than that for men (e.g. Jan. 2018: duration of fixed-term contracts for women: 3.94 years; men 3.62 years). When it comes to fixed-term and permanent academic staff positions, there are no gender-specific differences. In contrast, differences can be observed when it comes to part-time and full-time employees: While 64.4% of female academic staff hold a part-time position, only 45.4% of male academic staff do.

In 2016, the Paderborn University Executive Board laid the foundation for **systematic staff development**. Improving the transparency of and making it easier to plan academic career paths at Paderborn University should help achieve equal opportunities and good employment conditions, with the focus on qualifying early-career researchers and junior academics for both academic and non-academic careers. In a first step,

a **staff development concept** for early-career researchers and junior academics was devised in a bottom-up process in close consultation with the Executive Board, faculties, staff councils, representatives for equal opportunities and severely disabled persons and the Senate.⁶ With the staff development concept, **supervision agreements for early-career researchers and junior academics** were introduced. Paderborn University also attaches importance to upgrading skills in structured PhD programmes.

In the staff development concept for early-career researchers and junior academics, the promotion of leadership culture was defined as a key field of action. The goal is to develop and implement a **value-centred leadership culture**. For a number of years now, Internal Continuing Education has been offering a modular further education and training programme for building on and developing leadership skills, which is to be further expanded. Gender and family-sensitive leadership skills are covered in the programme.

Furthermore, the university-wide introduction of an **annual development review** as a leadership tool and core element of personnel development for academic staff is planned. Corresponding guidelines and handouts have been developed by the Staff Development Division, in consultation with the faculties, and will be used and evaluated in 2018 as part of a pilot project with one faculty. Gender aspects are also integrated here.

To make it easier to plan for an academic career at Paderborn University and encourage an on average earlier decision among early-career researchers and junior academics to remain in academia, the University Executive Board decided to develop a systematic **tenure track strategy for junior academics**. As a first step, the “Tenure track strategy for junior academics” working group was formed in April 2018. The working group is chaired by the Vice President for Research and Early-Career Researchers and Junior Academics. The members of the working group and supporting advisory board comprise professors from all faculties, early-career researchers and junior academics from all qualification levels and representatives of the university’s central departments and institutions (Staff Development, Research Service and Consulting Office, Equal Opportunities Office, staff council etc.).

One of the goals is to establish tenure track as a structured additional career path to a professorship at Paderborn University, in order to make career paths for early-career researchers and junior academics easier to plan and more transparent. As starting a family often coincides with the qualification phase, the strategy also includes measures for achieving a better work-life balance, such as a one-year contract extension option in the event of the birth or adoption of a child. The strategy sets out a target quota of 40% of tenure-track professorships to be filled by women.

⁶ A staff development concept is also currently being drawn up for technical and administrative staff in a comparable bottom-up process.

Table 2: Measures for “staff development and recruitment on the path to a professorship”

Measure	Status	Year	Duration
Study-related measures			
“Fit in den Job” events	Implemented	2006	Permanent
“Einblick!” peer mentoring programme	Implemented	2010	In place until 2018; to be made permanent if evaluation positive
Information about PhD opportunities	Implemented	2010	Permanent
Faculty of Computer Science, Electrical Engineering and Mathematics mentoring programme	Implemented	2011	In place until 2018; to be made permanent if evaluation positive
FiMINT, network for women in STEM subjects	Implemented	2014	Permanent
PhD students			
“Women in Academic Careers” programme	Implemented	2007	Permanent
Mentoring programme for female PhD students	Implemented	2008	Permanent
Graduate scholarships/grants, at least two basic scholarships and one degree completion grant p.a.	Implemented		Permanent
Staff appropriations pool for female graduates	Implemented	2009	Permanent
Postdoc students			
Postdoc grants	Implemented	2006	Permanent
Research project support	Implemented	2007	Permanent
Teams of experts for postdoc students/ supplemented by supervision, workshops	Implemented	2009/ 2018	Permanent
Staff development			
Gender-sensitive recruitment procedures	Implemented	approx. 2010	Permanent
“Agreement on good employment conditions for university staff”	Implemented	2015	Permanent
Staff development concept	Implemented	2017	Permanent
Supervision agreements for PhD students.	Implemented	2017	Permanent
Establishment of value-centred leadership culture	Implemented	2017	In progress
Annual development review	Planned	2018	Pilot project
Tenure track strategy for junior academics	Planned		In progress

Measures to attract female professors

Paderborn University’s procedure for filling professorships is based on its **gender-sensitive Appointment Regulations**, which stipulate, among other things, that the appointment committee must be made up of equal numbers of women and men and that the Equal Opportunities Officer must be actively involved in all stages of the appointment procedure. Accompanying guidelines and handouts and the involvement of various decision-makers guarantee transparency and the legality of the procedure. Implementation of the procedure is checked against relevant guidelines and a checklist of gender aspects. The Appointment Regulations also stipulate that appointment officers must be involved throughout the entire procedure. Further training is provided for those involved in appointment procedures, e.g. **workshops on gender-sensitive selection and appointment procedures and reducing gender bias as part of internal further training**. In line with strategic recruitment, suitable female candidates are actively sought and targeted in advance.

To ensure newly appointed professors get off to a good start at the university, they are informed about the university’s various information and advisory services, such as the Dual Career Service and Family Services Office. The university’s **coaching programme for newly appointed professors** is offered in the form of one-on-one coaching. The aim is to give newly appointed professors the best possible start in their new position. A **programme for newly appointed female professors** has now also been developed and is scheduled to start in 2018. This programme will include group supervision, one-on-one coaching and topic-related workshops.

As an additional measure, an **incentive scheme to increase the proportion of women in professorships** was implemented in 2009. When a given faculty appoints at least one female candidate to a professorship,

it can apply for €30,000 in funding for equal opportunity measures. This funding is primarily to be used to support and promote female early-career researchers and junior academics.

In 2016, to increase the proportion of female processors, an **equality quota** was adopted for each faculty and published in the university's official notices. In addition, staffing quotas, aimed at increasing the proportion of women in academia, are also set out in the university's plans for the promotion and advancement of women/equality plans, as well as in the **agreements on goals** between the Executive Board and faculties. Over the last few years, the definition of target quotas has proven an effective measure for increasing the proportion of women in academia. This successful strategy is to be continued in the future.

Table 3: Measures for “attracting female professions”

Measure	Status	Year	Duration
Incentive scheme to increase the proportion of women in professorships	Implemented	2009	Permanent
Gender-sensitive Appointment Regulations/appointment procedures	Implemented	approx. 2010	Permanent
Workshops on gender-sensitive selection and appointment procedures	Implemented	2011	Permanent
Coaching programme for newly appointed professors	Implemented	2012	Permanent
Agreements on goals	Implemented	2014	Permanent
Equality quota	Implemented	2016	Permanent
Programme for newly appointed female professors	Planned	2018	In the planning stage

4 Teaching and research profile: Gender research

Gender aspects have long been firmly anchored in teaching and research at Paderborn University. The first professorship in Women's Studies was established back in 1988. There are currently four regular **professors from the Women's and Gender Research Network NRW** at Paderborn University. In addition, five associate female professors from the Women's and Gender Research Network are teaching and conducting research at the university. A large number of other professors integrate gender issues in their teaching and research.

To institutionalise and promote the interdisciplinary networking of gender research, the 2008-2013 Equality Concept set out the goal of establishing a centre for gender research. This goal was achieved in 2009 with the founding of the **Center of Gender Studies**. The centre was fully accredited in 2012, and in 2013, the position of Head of Centre made permanent. One of the goals of the centre's work is to expand the existing teaching and research activities in gender research across the university's faculties, a goal that it has not been possible to achieve over the last decade. The majority of activities have been concentrated in the various disciplines in the Faculty of Arts and Humanities.

The report of the Joint Science Conference (GWK) on women in STEM subjects criticises the fact that instead of consistently redesigning traditional engineering science courses, the focus across Germany has, to date, been relatively unilaterally on contextual and accompanying measures (GWK 2011)⁷. This status quo shows the need to more firmly anchor “gender” in teaching and research content, as well as in teaching concepts in STEM subjects than has been the case to date.

The junior professorship in “Technology and Diversity in Mechanical Engineering”, which was filled in 2017, responds to this need. One of the aims of the junior professorship is to systematically integrate **“gender” into teaching and research in STEM subjects**. The junior professorship is anchored in the Faculty of Mechanical Engineering and integrated in the “Light - Efficient - Mobile” graduate school. Co-operations with the Computer Science, Physics and Chemistry departments, as well as with departments within the Faculty of Arts and Humanities are also planned. The main role of the professorship is to act as the interface between the STEM subjects (in particular mechanical engineering, computer science, physics and chemistry) and gender, diversity and science and technology research.

The traditionally narrow focus of teaching content and curricula in STEM education has long been disputed in gender research as the main reason behind a lack of diversity among students and low proportions of

⁷ GWK (2011): Women in STEM subjects - Report on activities in the higher education sector, Bonn. <https://www.gwk-bonn.de/fileadmin/Redaktion/Dokumente/Papers/GWK-Heft-21-Frauen-in-MINT-Faechern.pdf>, accessed on 15/05/2018.

women. Greater incorporation of gender aspects is deemed a key starting point for improving the appeal and quality of engineering degrees, anchoring gender as a research dimension and contributing to more gender-equitable training and work cultures in technical fields (e.g. GIEE 2011)⁸.

In terms of teaching, the professorship's courses are therefore not limited to mechanical engineering alone, rather cover the topic of gender/diversity and technologies as a whole and are open to all STEM students and all arts and humanities students, and in particular all students on the university's teaching degree programmes. Two further teaching goals have been set out: Firstly, interdisciplinary perspectives are to be implemented early on; secondly, future generations of students are to be reached through the integration of student teachers, and the teaching of gender-stereotypical role models in schools addressed and critically examined.

Accordingly, the teaching goals within the framework of the junior professorship also aim to anchor "gender" as a research category in STEM subjects, to promote interdisciplinary thinking and to impart gender-sensitive competences that facilitate a more gender-equitable research and work environment. The traditionally narrow content of STEM education will thereby be fundamentally expanded to include interdisciplinary, social and gender-specific aspects, which will improve the overall quality of the education provided.

The approach outlined is to be further pursued and developed in the Future Equality Concept, with the aim of consolidating and intensifying the thematic integration of theoretical findings from gender research into, in particular, technology and engineering subjects, through the establishment of an **International Visiting Professorship in "Gender and Technologies, with a Focus on Digitalisation"**.

It is planned to establish the visiting professorship in the Faculty of Computer Science, Electrical Engineering and Mathematics and to initially limit the term to 5 years. The main focus of the visiting professorship will be on comprehensively incorporating international interdisciplinary and transdisciplinary approaches to gender studies in research and teaching, in particular in STEM subjects. A further aim of the visiting professorship will be to initiate the establishment of an international **"Gender and Technologies, with a Focus on Digitalisation"** competence centre, with the participation of various disciplines, to more firmly anchor the topic and bundle the expertise and research interests in this field from across the university. With the Center of Gender Studies, the junior professorship in "Technology and Diversity", further professorships in the Faculty of Arts and Humanities with a focus on technoscience and gender, e.g. in media studies, the outlook is very good. The integration of the Chair of Technical Education and affiliated coolMINT schools STEM lab in the Faculty of Computer Science, Electrical Engineering and Mathematics and the "Women Shape the Information Society" project also provides for strong links with schools and the university's teaching degree programmes.

Table 4: Measures for "Research profile: Gender research"

Measure	Status	Year	Duration
Four professors from the Women's and Gender Research Network	Implemented	1988	Permanent
Center of Gender Studies	Implemented	2009	Permanent
Junior professorship in "Technology and Diversity in Mechanical Engineering"	Implemented	2017	2023
International Visiting Professorship in "Gender and Technologies, with a Focus on Digitalisation"	Planned		In the planning stage
"Gender and Technologies, with a Focus on Digitalisation" competence centre	Planned		In the planning stage

⁸ GIEE (2011): Gender and Interdisciplinary Education for Engineers 2011. Formation Interdisciplinaire den Ingénieurs et Problème du Genre. Proceedings, Paris.

5 Proportion of women in bodies and committees

The aim is to achieve gender parity in all Paderborn University bodies and committees. The proportion of women on Paderborn University's Advisory Board has stood at 55.6% since June 2017, when it exceeded 50% for the first time in its history. The Chair of the Advisory Board has been held by a woman since 2017. Since April 2018, Paderborn University has been led by the first female president in its history, while the office of full-time Vice-President for Operations has also been held by a woman since 2013. The overall proportion of women on Paderborn University's Executive Board has stood at 33.3% since April 2018. Gender parity has not yet been achieved in other bodies and committees either. In the Senate, the proportion of women is currently 28.6%. In the Committee for Finance and Planning and Committee for Research, the proportion of female members is 33.3%, and in the Committee for Academic Affairs and Quality Management, 38.5%.

Consequently, the goal of achieving gender parity in all bodies and committees, as also stipulated in § 11c of the North Rhine-Westphalia Higher Education Act (HG NRW), has not yet been achieved. In 2015, Paderborn University's Election Regulations were amended to highlight the need for gender parity and the consequences of non-compliance. Non-compliance must be documented and explained. To further increase the proportion of women in the next round of body/committee appointments, the aim is to achieve equal numbers of male and female candidates. To this end, women will be specifically addressed and encouraged to run for office. In the last Senate elections in 2017, for example, equal numbers of male and female candidates ran for office in both the "Technical and administrative staff" and "Academic staff" groups. As a result, it was also possible to achieve gender parity in both groups in the Senate. This is more difficult to achieve for the other two groups in the Senate, as there are various electoral constituencies for the "University teachers" group and different electoral lists for the "Students" group. Nevertheless, the aim is to achieve gender parity in these two groups in the next elections, too.

In the **programme for newly appointed female professors** "Supervision with a focus on gender aspects in university committee work", scheduled to launch in 2018, participants will have the opportunity to work on topics such as power and leadership issues in committees and role clarification in year group peer counselling sessions and supervision meetings. The aim is to attract female academics to committee work and to support them in this work.

Further measures to increase the proportion of women in the university's bodies and committees are also to be developed, e.g. relief from tasks and responsibilities of their jobs for female academics with large time commitments in their committee roles.

Table 5: Measures for "women in bodies and committees"

Measure	Status	Year	Duration
Addressing women to encourage them to run for office	Implemented	1987	Permanent
Gender parity in the composition of bodies and committees (HG), duty to document and provide an explanation in cases of non-compliance	Implemented	2014	Permanent
Amendment of the Electoral Regulations with regard to gender parity in the composition of bodies and committees	Implemented	2015	Permanent
Gender parity in the drawing up of candidates	Implemented	2017	Permanent
Programme for newly appointed female professors	Planned	2018	In the planning stage
Relief from tasks and responsibilities in order to carry out committee work	Planned	2019	In the planning stage

6 Family-friendly university

Paderborn University is committed to being a family-friendly university. In 2005, it became the first university in North Rhine-Westphalia to be certified through the "Family-friendly university audit". The university was successfully re-audited as a family-friendly university in 2008, 2012 and 2015. The next re-audit is scheduled for 2018.

Since 2014, the university has also been a member of **Best Practice club "Familie in der Hochschule" (Families at University (FidH))** and of the German Federal Ministry of Family Affairs, Senior Citizens, Women

and Youth's **company network "Erfolgsfaktor Familie" (Success Factor Family)**, and is therefore well-networked in this respect nationwide.

A good work/study-life balance is promoted at different levels. Central to this is the provision of childcare services and advice for (expectant) parents and university staff and students with care-giving responsibilities. A second focus is the drafting and implementation of legal regulations/agreements promoting a good work/study-life balance, such as the works agreement on alternating telecommuting. The third focus is continuously raising awareness of the issue among all members of the university.

6.1 Childcare and advisory services

To provide university parents with childcare to cater for almost every need, over the last few years, Paderborn University has implemented and steadily expanded a multi-level childcare concept. There are 102 childcare places available in the **day-care centre run by the university's Student Union**, at least 24 of which for employed parents. In 2016, a **second day-care centre** opened on campus, offering 54 places, mainly for children of employees.

The **Family Services Office** provides advice on childcare and can arrange childminders, places in day-care centres, babysitters and "substitute grandparents". The Family Services Office was established on a permanent basis in 2012. The **PUKi (Paderborn Uni Kids) short-term childcare service** provides afternoon childcare for children of university staff and students during semester time, free of charge. The service has been steadily expanded and made permanent and more flexible. However, due to a shortage of space at Paderborn University, it has not yet been possible to expand PUKi's premises in line with the goal set out in the 2014-2018 Equality Concept. There is still need for action here. A **programme of holiday camps** is offered for schoolchildren and nursery children during the school holidays/when the university's day-care centres are closed.

In addition, the Family Services Office also provides parents and caregivers with advice on improving their work/study-life balance. The **Dual Career Service** provides support for newly appointed professors and managerial staff and their families with their relocation and new life in Paderborn. Paderborn University has been offering **peer counselling** for fathers in academia since 2011. This counselling is aimed at early-career researchers and junior academics looking for advice and support for issues such as conflicts of roles and parental leave. **Peer counselling for mothers** in all status groups was also set up in 2013.

Table 6: Measures for "childcare and advisory services"

Measure	Status	Year	Duration
MS-Kunigunde day-care centre run by the university's Student Union; at least 24 places for children of employees (2010)	Implemented	1994	Permanent
Holiday camps for schoolchildren	Implemented	1999	Permanent
"Family-friendly university audit", re-audit 2008, 2012, 2015, 2018 (planned)	Implemented	2005	Permanent
Family Services Office, advice, arrangement of childcare	Implemented	2006	Permanent
PUKi short-term childcare service	Implemented	2007	Permanent
Workshops on academia and fatherhood	Implemented	2009	Permanent
Advice and support on "balancing care-giving responsibilities and work/studies" in Internal Continuing Education	Implemented	2010	Permanent
"Pflege" Internet portal	Implemented	2010	Permanent
Care-giving advisory services	Implemented	2010	Permanent
Peer counselling for fathers	Implemented	2011	Permanent
Dual Career Service	Implemented	2012	Permanent
Childcare for nursery children when day-centres closed	Implemented	2012	Permanent
Peer counselling for mothers	Implemented	2013	Permanent
Second day-care centre on campus, predominately for children of employees	Implemented	2016	Permanent
Expansion of PUKi	Planned		In the planning stage

6.2 Legal regulations | Agreements

Paderborn University leverages all legal means to promote and support a good work-life balance. Central to this are the university's **works agreements on flexitime and alternating telecommuting**, which significantly contribute to making working hours and the workplace more flexible. These measures in principle apply to technical and administrative staff, but academic staff can also opt to take advantage of them. In 2014, a **“family clause” was adopted into the university’s study and examination regulations**. Students with family responsibilities now have, for example, the opportunity to complete their coursework and examinations within an extended time limit. For early-career researchers and junior academics in the qualification phase, the option to extend the permissible duration of fixed-term employment contracts due to periods of childcare is implemented pursuant to the German Academic Fixed-Term Contract Act (WissZeitVG). For externally funded employees, a fund is to be set up to extend contracts by periods of childcare after the end of the project term.

Table 7: Measures for “legal regulations/agreements”

Measure	Status	Year	Duration
Works agreement on flexitime	Implemented	2005	Permanent
Works agreement on telecommuting	Implemented	2008	Permanent
Family clause	Implemented	2014	Permanent

6.3 Raising awareness of the issue among all members of the university

To help inform all university members about the family-friendly university-related support and services on offer at Paderborn University and to raise their awareness of the types of issues faced by staff and students with family responsibilities, a number of media are available, including the **“Family-friendly Paderborn University” newsletter** and a **brochure on the topic of “work/study-life balance at Paderborn University”**. **Leadership workshops**, hosted by the University Executive Board, aim to consistently increase willingness to support university members with family responsibilities and to ensure that the university’s interests are also sufficiently taken into account. Regular reports on the issue within the university’s bodies and committees also serve this goal.

All measures have proven effective and are to be continued. It has been shown that academics in the postdoc phase with children and staff and students with family responsibilities (in particular those with relatives in need of care) from abroad often find it particularly difficult to achieve a good work/study-life balance. For this reason, by 2023, concepts are to be developed and measures designed in order to offer these university members tailored support measures.

Table 8: Measures for “raising awareness of the issue among all members of the university”

Measure	Status	Year	Duration
Information in newsletters, brochures etc.	Implemented	2007	Permanent
Leadership workshops	Implemented	2008	Permanent

7 Firmly anchoring the Future Equality Concept and incorporating it in the development of the university’s profile and mission statement

At Paderborn University, gender mainstreaming is firmly anchored at both central strategic level (the university) and decentralised level (the faculties).

7.1 Firmly anchoring the university’s equality policy at central level

The goal of equal opportunities for women and men is set out as a mainstream task in, among other things, the university’s **mission statement**, **Constitution**, **Equality Concept** and **staff development concept**, the **2015-2016 institutional contract** with the North Rhine-Westphalia Ministry of Innovation, Science and Research and the **university development plan**, to be developed at Paderborn University in 2018.

“Equal opportunities” and “mutual appreciation” of all university members are **underlying values** at Paderborn University. In recent years, values have been a subject of intensive discussion within the

university. A survey of all university members formed the basis for a bottom-up process, in which topics such as equal opportunities, family friendliness, health and demographic change were explored in a number of forums. This resulted in the creation of a “value cloverleaf”, which forms the basis for mutual respect and appreciation.

Paderborn University is committed to implementing the DFG’s “**Research-Oriented Standards on Gender Equality**”. The DFG assigned Paderborn University’s Equality Concept to the highest implementation level, Stage 4, in all three procedural steps (2010, 2011, 2013), thereby awarding it the highest rating possible.

A framework plan for equality opportunities for women and men, with concrete goals and implementation measures is approved on a regular basis. At the end of its three-year term, it is reviewed to ensure that it is effective and up to date and, where necessary, appended and updated.

The Paderborn University **Executive Board** considers the anchoring of gender mainstreaming part of its management responsibilities and is directly involved in the key related processes, under the leadership of the President.

In 2009, a **steering group**, led by the Vice-President for Knowledge and Technology Transfer, was formed for the implementation of the Equality Concept. As the deans and heads of faculty are members of the steering group, the flow of information to the faculties and from the faculties to the University Executive Board is guaranteed. The involvement of the Center of Gender Studies also ensures the transfer of knowledge.

The **Future Equality Concept** is to be integrated in the university’s existing equality structures and implemented with the assistance of the steering group and Central Equal Opportunities Officer.

The Central University Administration departments will provide support with the administrative implementation of equal opportunities measures.

The **Central Equal Opportunities Officer** works closely with the University Executive Board on the implementation of equal opportunities and is represented on all decision-making bodies and committees at Paderborn University. The Equal Opportunity Commission advises and supports the university and equal opportunities officers in their equality policy tasks.

Table 9: Measures for “firmly anchoring the concept and incorporating it in the development of the university’s profile and mission statement” – central level

Measure	Status	Year	Duration
Equal opportunity officers	Implemented	1987	Permanent
Equal Opportunity Commission	Implemented	1987	Permanent
Framework plan with reporting obligations	Implemented	1990	Permanent
Anchoring of equal opportunities and equality in Paderborn University’s mission statement and Constitution	Implemented	2007	Permanent
2008-2013 Equality Concept	Implemented	2008	Term until 2013
Implementation of the DFG’s standards on gender equality	Implemented	2008	Permanent
Steering group	Implemented	2009	Permanent
Underlying values	Implemented	2012	Permanent
2014-2018 Equality Concept	Implemented	2014	Term until 2018
Anchoring of equal opportunities and equality in the institutional contract	Implemented	2015	Term until 2016
Staff development concept	Implemented	2017	Permanent
Future Equality Concept	Implemented	2018	Term until 2023
University development plan	Planned	2018	In the planning stage

7.2 Firmly anchoring the university's equality policy at decentralised level

In addition to being anchored at central university level, as described above, to reflect the differences between the five faculties, central departments and institutions and Central University Administration, the university's Equality policy is also firmly incorporated at decentralised level:

Based on the framework plan for equal opportunities for women and men, Paderborn University's faculties, central departments and institutions and Central University Administration draw up specific **plans for the promotion and advancement of women/equality plans** (since December 2016) for their respective areas, with concrete goals and timelines and measures to increase the proportion of women. In the same way as with the framework plan for equal opportunities at central level, these plans are also analysed every three years, to review the implementation and effectiveness of the measures in place and formulate new measures where necessary.

At decentralised level, **equal opportunities officers** have been employed in the **faculties, central departments and institutions and Central University Administration** since 1990. They represent the Central Equal Opportunities Officer in the respective faculty councils, for example.

As the statistical data still shows major differences between faculties, the University Executive Board decided to draw up **gender-sensitive agreements on goals and performance** between the five faculties and Executive Board. The first agreements were first concluded in 2014, with a term until 2017. The focus of these agreements is on goals to increase the proportion of female professors, academic staff members and PhD students, based on the DFG's cascade model. The Executive Board awards the faculties up to €180,000, if these goals are achieved. At the beginning of 2018, the faculties reported on their progress in achieving these goals. In summer 2018, the Executive Board will conclude new agreements on goals with the faculties.

Table 10: Measures for "firmly anchoring the concept and incorporating it in the development of the university's profile and mission statement" – decentralised level

Measure	Status	Year	Duration
Decentralised equal opportunities officers	Implemented	1987	Permanent
Plans for the promotion and advancement of women/equality plans, with reporting obligations	Implemented	1990	Permanent
Steering group for the implementation of the Equality Concept	Implemented	2009	Permanent
Agreements on goals and performance between the faculties and Executive Board	Implemented	2014	Permanent

8 Quality management

Paderborn University integrates the goal of equality in all its quality assurance processes. It monitors the success of its concepts and measures through **strategic equality controlling** and **gender-sensitive data collection** in all areas of the university by the equal opportunities officers, in co-operation with the Investment and Resource Planning, Reporting Division in Department 1. Since 2000, all personnel data has been collected on a gender-sensitive basis and analysed annually. Annual **data monitoring** is also carried out for the plans for the promotion and advancement of women/equality plans. Student data is documented annually in a student and graduate index. The data collected is passed on to the faculties, institutes and departments and institutions and published on Paderborn University's website.

To date, there has been no systematic **equality controlling for PhD programmes** at Paderborn University. As this information is vital for implementing and evaluating measures in this qualification phase, plans are in place to design a corresponding data monitoring concept in 2019.

As a **financial incentive scheme to increase the proportion of women** in the university's faculties, equality achievements are rewarded as a parameter in the internal allocation of funds. Within the framework of the achievement-based allocation of funds, funds are distributed based on the proportion of female professors, graduates and PhD students by means of calculating a bonus/malus. Growth rates in the proportion of female professors, academic staff members and PhD students are also taken into account.

The effectiveness of the measures set out in the 2008-2013 Equality Concept was evaluated after expiry of the concept. The results are presented in the report on the 2008-2013 Equality Concept. This implementation report was evaluated positively in the Female Professors Programme II. During the term of the 2014-2018 Equality Concept currently in place, the equality concept and associated measures have also been continuously evaluated, with these evaluations forming the basis for the development of the concept into the Future Equality Concept. This internal review is accompanied by further internal evaluations and external assessments.

In 2009, 2012, 2015 and 2018, Paderborn University applied for the **TOTAL E-QUALITY seal**. The university adopts this quality management process to regularly review and reflect on its equality policy. The university's first three applications were successful; the result of the assessment of the fourth evaluation submitted in April 2018 is currently pending.

A report on the DFG's **Research-Oriented Standards on Gender Equality** was drawn up in 2008, an interim report in 2011 and a final report in 2013. The DFG assigned all three reports to the highest implementation level. In the period 2014-2016, Paderborn University reported in the DFG's reporting procedure. From 2018 onwards, Paderborn University will continue to implement the DFG's Research-Oriented Standards on Gender Equality.

The university's equality policy will also be evaluated in terms of the following:

- Reporting obligations within the framework of the "family-friendly university audit"
- Reporting obligations within the framework of the agreements on goals to increase the proportion of women in academia between the University Executive Board and faculties

On the basis of the **reporting obligations** within the framework of the Equality Concept, plans for the promotion and advancement of women/equality plans and agreements on goals between the Executive Board and faculties, trends in the proportion of women in all areas of the university and equality policy activities will be analysed regularly at both central and decentralised level, so that new measures can be formulated where necessary.

Table 11: Measures for "quality management"

Measure	Status	Year	Duration
Reporting obligations framework plan and plans for the promotion and advancement of women/equality plans	Implemented	1990	Permanent
Collection of gender-sensitive data	Implemented	2000	Permanent
Allocation of funds based on achievement of equality goals	Implemented	2000	Permanent
Reporting obligations family-friendly university audit (2005, 2008, 2012, 2015, 2018 (planned))	Implemented	2005	Permanent
Reports DFG Standards on Gender Equality	Implemented	2008	Permanent
Self-evaluation for award of the TOTAL E-QUALITY seal (2009, 2012, 2015, 2018)	Implemented	2009	Permanent
Publication of data online	Implemented	2010	Permanent
Report on the 2008-2013 Equality Concept	Concluded	2013	One-off
Agreements on goals	Implemented	2014	Permanent
Report on the 2014-2018 Equality Concept	Planned	2018	One-off
Equality controlling PhD programmes	Planned	2019	In the planning stage
Report on the Future Equality Concept	Planned	2023	One-off

9 Conclusion and outlook

Through successful participation in the Female Professors Programme I, Female Professors Programme II and the DFG's Research-Oriented Standards on Gender Equality, over the last decade, Paderborn University has significantly increased the proportion of female academics at the university and number of females in leadership positions at all qualification levels. The measures implemented within the framework of the university's equality concepts have largely proven effective and have, for the most part, been made permanent. The effectiveness of the measures has been regularly evaluated through strategic equality controlling. External assessments have also confirmed the success of Paderborn University's equality strategy over the last few years (TOTAL E-QUALITY, DFG, family-friendly university audit). The university's positively evaluated, effective equality measures are therefore also to be continued within the framework of the Future Equality Concept.

However, the situation and gap analysis also shows that not all equality policy goals have been achieved. In particular, there is still need for action with regard to the proportion of female students and professors in STEM subjects, as well as the overall proportion of female PhD students. In order to achieve these goals over the next five years, the Paderborn University Executive Board has decided to focus on and expand the strategic direction of its equality strategy on the following points:

Through cross-faculty gender research at Paderborn University, "gender" is to be better integrated in teaching and research content, and in particular in teaching concepts in STEM subjects, than has been the case to date and lead to a shift in the way in which individual disciplines see themselves and the inclusion of social and societal aspects of research in STEM subjects. The goal is, among other things, to close the gender gap in terms of students' choice of course and to enhance the appeal of these courses.

To prevent female early-career researchers and junior academics from dropping out of academia, in addition to the individual funding and support measures already in place, the focus will be placed on implementing gender-equality structures and dismantling exclusionary mechanisms. Measures here will entail the introduction of tenure-track professorships as an additional career path, as well as the provision of structured support and funding for early-career researchers and junior academics, which leads to greater transparency and ability to plan their academic career paths, better employment contracts and targeted consideration of individual career paths in performance evaluations.

In the future, the aim will be to maintain the high standard of equality at Paderborn University. Additional goals are to further increase the proportion of women in those academic fields in which they are underrepresented, to continue the drive to implement gender-equality structures that is already underway and to standardise quality management processes even further. An even more extensive integration of gender research into equality strategies is also planned.