

**Equal Opportunity, Family Support  
and Diversity at the  
University of Konstanz**



## Imprint

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## Opening thoughts



Professor Karin Leonhard  
Equal Opportunity Representative 2018/2019

Being open to the future and upcoming changes – that is what has characterized our university since its foundation. Working as a professor gives me the opportunity to deal with a variety of subjects, perspectives and people. Since becoming the University of Konstanz Equal Opportunity Representative, I have noticed that the topic of addressing diversity, including different cultures, religions, ages, genders and sexual orientations has taken on a more explicit role in my work.

**„I'm still learning.“**

– Michelangelo

Now I see the goals of gender equity and equal opportunity as the first step towards a culture where diversity is put into practice. In this context, thinking and acting actually work in tandem,

**Thinking and acting,  
acting and thinking,  
this is the sum of true  
wisdom.**

– Johann Wolfgang von Goethe

because the goals are not only pursued at an operative level but really bring about changes and shape the world we live in as well as our understanding of research integrity.

If we want to find the brightest minds, we need an open competition – diversity boosts excellent research. Against the backdrop of globalization, internationalization and migration we need creative minds and all the talent that help us think in a different and more open minded way.

In my view, our university is a place of reflection where we practice tolerance for other opinions and thoughts in a self-critical manner.



## Opening letter



Professor Silvia Mergenthal  
Vice Rector for International Affairs and Equal Opportunities (2018-2021)

Dear Lord Dahrendorf,

I often encounter you as an inspirational bust, prominently placed outside the Senate room. The room, incidentally, contains an art installation of incomplete frames without pictures instead of the portraits of former rectors usually on display at universities. This might be the best place for you to check whether the “talent reserve” you once spoke of is being exploited more efficiently in today’s Germany than was the case in the 1960s when this university was founded. Perhaps, every so often, you can make out snippets of conversation whenever the door to the Senate room opens.

Today, on 13 February 2019, you could have heard the Senate pass a Code of Practice on Diversity (probably not the term you would have chosen) which states in its preamble: “As a reform university, we have continually pursued our vision of equal opportunity and equal access to education.”

Apparently, dear Lord Dahrendorf, equal opportunity and access to education for all have not yet been fully accomplished: Although more than half of our students are women, only 9% of them come from families in which neither parent has an academic background (and at best, one of them some form of non-academic training), and although nearly a quarter of 20 to 25-year olds in Germany were born into immigrant families, only 11 per cent of these young people enrol at a university.

I myself, dear Lord Dahrendorf, was what you once famously called a scholarship girl. As the current Vice Rector for International Affairs and Equal Opportunities, I want to make a small contribution to enabling all members of our university, irrespective of their personal and social background, to make the best use of their talents.

Kind regards  
Silvia Mergenthal

**“On the path to a well-informed society we will encounter scholarship boys and girls who have not lived up to their potential. But even for them, the risk of modernity is also their hope: The greatest possible happiness for the greatest number of people.”**

– Ralf Dahrendorf (1929 – 2009),  
co-founder of the University of Konstanz

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## Tradition and diversity: more equity through equal opportunity at the University of Konstanz



Marion Woelki  
Director of the Equal Opportunity Office

Since the 1980s, female students and researchers in Konstanz have advocated for the university to actively promote women and prevent discrimination. 30 years ago, the then Rector Horst Sund established the Women's Council (a commission of the Senate) to analyse inequalities, make women and their demands visible and create institutional structures for their advancement. The council, consisting of a coordinator and a professorial women's representative, and equipped with new instructions and federal programmes, tried for many years to tackle "male predominance" and open up real options for women to be awarded a professorship with the help of symbolic measures and practical offers.

During the 1990s, their diverse efforts progressed slowly – and at a snail's pace some successes materialized, alongside toothless tigers such as legally prescribed women's promotion plans, which hardly showed any effects. 10 years later, in 2000, only around

10% of professors were women despite comeback scholarships – or maybe because laying aside one's research career because of children was still wanted and morally legitimate.

**"Ranging from law to science and to religion, rules and explanations have been found and myths have been and are created to define male predominance and female discrimination as the norm."**

– Johanna Dohnal

After 15 years, in the middle of the 2000s, the "promotion of women" becomes "equal opportunity". Vice Rector Brigitte Rockstroh actively takes on responsibility for this topic and the German Excellence Initiative is just around the corner. The international reviewers are astonished at why the academic system in Germany integrates so few women (and "other minorities"). These reviewers expect real equal opportunity for academic and non-academic staff and demand that excellent

**Women who demand nothing  
are taken at their word  
– they get nothing.**

– Simone de Beauvoir

framework conditions be created so everybody can rise to their full potential. The ensuing wind-fall lets the snails grow wings. Experts for gender mainstreaming, the promotion of early career researchers and staff development are hired to support the officer of the Equal Opportunity Council, and the management is professionalized. As a consequence, the career development of women can now be specifically supported to overcome structural barriers. The share of female early career researchers is steadily increasing.

After 20 years, in 2010, the female vice rectors include "equal opportunity" in their official title, with Katharina Holzinger being the first.

Together with the Equal Opportunity Representative Juliane Vogel and the Equal Opportunity Council, she compiled the Code of Practice on Gender Equality. This was the first such initiative in Germany, with which our university committed itself to establish gender equality in all its fields of action. It is clear evidence that the univer-

sity takes gender mainstreaming seriously and also reveals that women are not the problem but rather the male-dominated structures and processes. The focus is now shifting to selection processes such as appointment procedures, to measuring achievements in the context of balancing research and family-life, and to the still strongly distorted perception of the performance and potential of the different genders (“gender bias”).

Programmes that have been successfully used in the promotion of women, such as mentoring, are now tailored even more to the requirements of (international) research careers. Additionally, we can include further diversity criteria in this process, as examining the norms and myths also reveals exclusion mechanisms that are not gender-based. Barriers and unequal opportunities based on socio-economic, cultural or national backgrounds, sexual identities and orientations motivate us to initiate a discourse on the diversity culture at the university.

In 2019, after 30 years of progress, we have now established structures and programmes that provide a solid basis for a gender-equitable university. With this brochure, we would like to highlight our efforts in the context of the development of our staff and organization.

## Who promotes equal opportunity at the University of Konstanz?

<h3 style="margin: 0;">Rectorate</h3> <p style="margin: 0;">Vice Rector for International Affairs and Equal Opportunities, contact person anti-discrimination: Professor Silvia Mergenthal Family Affairs Representative: Jens Apitz (Director of the Administration (Kanzler))</p>			
<h3 style="margin: 0;">Equal Opportunity Council</h3> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Professors</b> Equal Opportunity Representative (chair<sup>†</sup>) Faculty Equal Opportunity Representative in Faculty I, II, III A University Teacher (f)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Non-professorial academic staff</b> Two members Two deputies</p> <p><b>Students</b> Two members Two deputies One doctoral student</p> </td> </tr> </table> <p><b>Ex officio</b> Kanzler (Director of the Administration) Director EO Equal Opportunity Representative (non-academic staff) Representative for students with disabilities and chronic illnesses</p> <p><small><sup>†</sup> In cases involving funding allocations the Vice Rector for Equal Opportunities takes the chair</small></p>	<p><b>Professors</b> Equal Opportunity Representative (chair<sup>†</sup>) Faculty Equal Opportunity Representative in Faculty I, II, III A University Teacher (f)</p>	<p><b>Non-professorial academic staff</b> Two members Two deputies</p> <p><b>Students</b> Two members Two deputies One doctoral student</p>	<h3 style="margin: 0;">Equal Opportunity Office (EO)</h3> <p style="margin: 0;">Director: Marion Woelki Deputy director: Tanja Edelhäußer Assistant: Anne Emmert</p> <p><b>Three teams:</b> Equal opportunity Family affairs Diversity</p> <hr/> <p>Childcare facilities Knirps &amp; Co. e.V.</p> <p>Internal and external teams and cooperations</p>
<p><b>Professors</b> Equal Opportunity Representative (chair<sup>†</sup>) Faculty Equal Opportunity Representative in Faculty I, II, III A University Teacher (f)</p>	<p><b>Non-professorial academic staff</b> Two members Two deputies</p> <p><b>Students</b> Two members Two deputies One doctoral student</p>		

Division of Academic and International Affairs

## Our office holders

### Women's Representatives

Professor Aleida Assmann Literature, Art, Media Studies	<b>1995/96</b>
Professor Christa Ortmann Literature, Art, Media Studies	<b>1996 – 98</b>
Professor Dorothea Wagner Computer and Information Science	<b>1998/99</b>
Professor Elizabeth Couper-Kuhlen Linguistics	<b>1999/2001</b>
Professor Reingard Nischik Literature, Art, Media Studies	<b>2001/02</b>
Professor Brigitte Rockstroh Psychology	<b>2002/03</b>
Professor Silvia Mergenthal Literature, Art, Media Studies	<b>2003/04</b>
Professor Bianka Pietrow-Ennker Sociology	<b>2004/05</b>
Professor Miriam Butt Linguistics	<b>2005 – 07</b>

### Equal Opportunity Representatives

Dr Anna Kusser Philosophy	<b>2007 – 09</b>
Professor Juliane Vogel Literature, Art, Media Studies	<b>2009/10</b>
Professor Barbara Feichtinger Literature, Art, Media Studies	<b>2010/11</b>
Professor Ulrike Stefani Economics	<b>2011/12</b>
Professor Nathalie Behnke Politics and Public Administration	<b>2012/13</b>

Professor Beate Ochsner Literature, Art, Media Studies	<b>2013/14</b>
Professor Sabine Boerner Politics and Public Administration	<b>2014/15</b>
Professor Tanja Kupisch Linguistics	<b>2015/16</b>
Professor Salma Kuhlmann Mathematics and Statistics	<b>2016/17</b>
Professor Sophie Schönberger Law	<b>1.10.17 – 31.3.18</b>
Professor Eva Weig Physics	<b>1.4.18 – 30.9.18</b>
Professor Karin Leonhard Literature, Art, Media Studies	<b>2018/19</b>

### Vice Rectors responsible for Equal Opportunities

Professor Brigitte Rockstroh Psychology	<b>2004 – 2009</b>
Professor Katharina Holzinger Politics and Public Administration	<b>2009 – 2012</b>
Professor Silvia Mergenthal Literature, Art, Media Studies	<b>2012 – 2015</b>
Professor Nicole Dehé Linguistics	<b>2015 – 2018</b>
Professor Silvia Mergenthal Literature, Art, Media Studies	<b>since 2018</b>

## We asked...



### Professor Juliane Vogel, Department of Literature, Art and Media Studies

Gender equity must apply to all subjects. Our Equal Opportunity Office has developed excellent structures to counteract asymmetries. I'm impressed by its extreme flexibility and how it reacts quickly to new challenges while consistently pursuing long-term goals.



### Professor Katharina Holzinger, Department of Politics and Public Administration

The University of Konstanz has achieved a lot for equal opportunity and diversity by implementing structural measures. The next – and even bigger – challenge will be to develop ideas on how we can make concealed attitudes visible and change them.

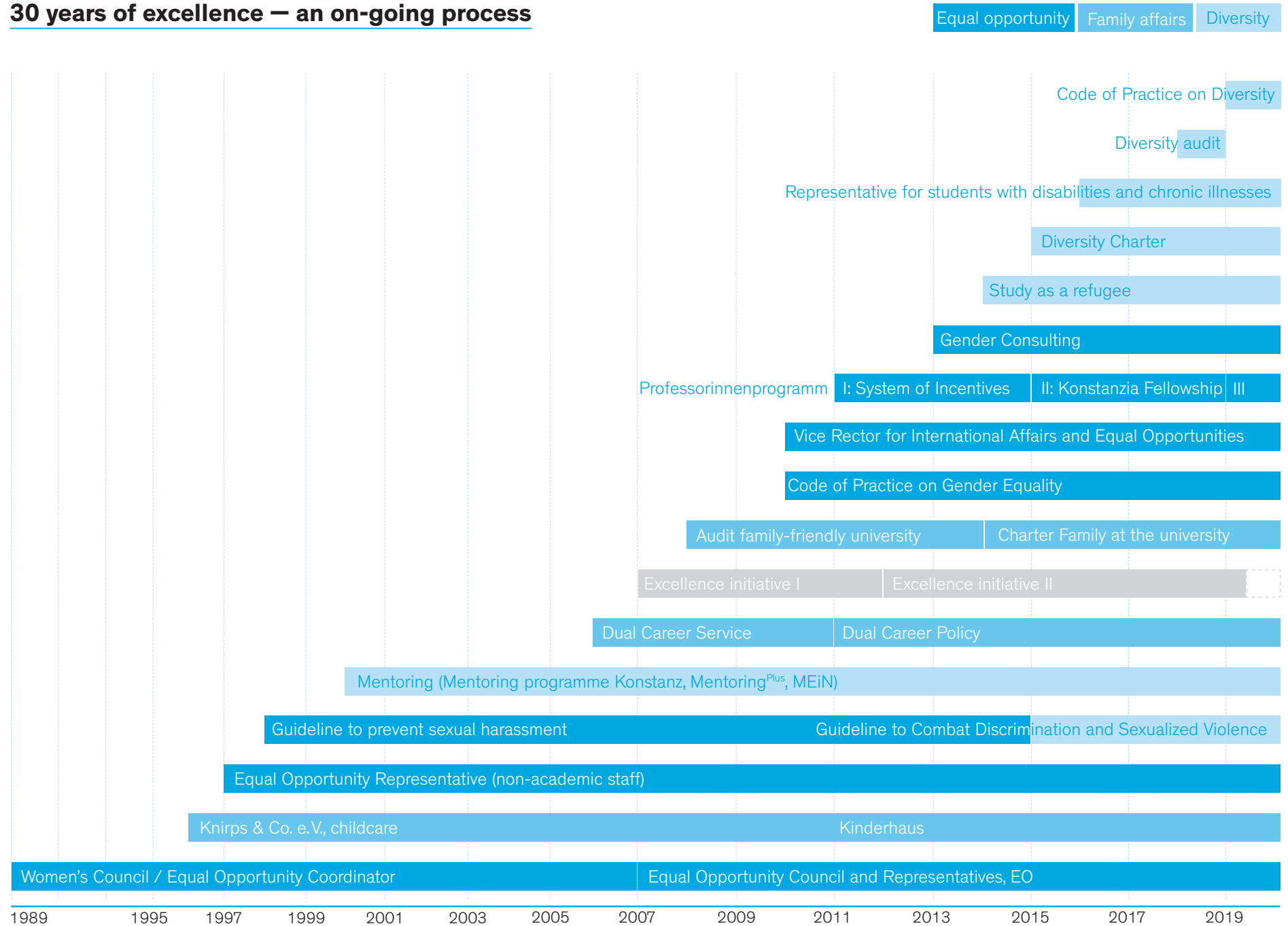


### Professor Barbara Feichtinger, Department of Literature, Art and Media Studies

[Gender equality, family support and diversity] not only help preserve (and achieve) equal opportunity, but also contribute to mutual respect among all those participating in university life.



## 30 years of excellence — an on-going process



## We asked, they answered



**Helena Akst, student, representative in the Equal Opportunity Council**

Promoting gender equality and diversity at the University of Konstanz means that we strive for equal opportunity for all by reflecting on and questioning (power) hierarchies, and by changing them into more inclusive structures.



**Professor Miriam Butt, Department of Linguistics, member of the Senate**

The special thing about the University of Konstanz is that instead of simply reacting to current obligations, the University thinks ahead and acts proactively in regard to inclusion and equal opportunity. This makes it a model for all other institutions.



**Dr Johannes Dingler, director of the International Office**

Equal opportunity and diversity are central topics for the University of Konstanz internationalization strategy, as both topic areas overlap to a large extent. We can only devise an extensive internationalization strategy by including an approach to diversity.



**Sigrid Elmer, Institute for Advanced Study for Junior Researchers (Zukunftskolleg)**

What does equal opportunity mean at the University of Konstanz? – For me: career, children and no sacrifices: my academic, personal and family interests are equally important.



**Professor Urs Fischbacher, Department of Economics, member of the Senate**

In a study I conducted with a colleague from Berlin we found out that students think that mixed gender research teams are the most capable. Personally, I agree with this opinion.



**Professor Marcus Groettrup, Department of Biology**

Due to the continuous efforts of the University of Konstanz and its Equal Opportunity Office over the past ten years, we university teachers have now internalized the promotion of female researchers as a guiding idea and very important issue.



**Professor Giovanni Galizia, director of the Institute for Advanced Study for Junior Researchers (Zukunftskolleg)**

No talent left behind: Thanks, equal opportunity!



**Professor Thomas Hinz, Department of Sociology**

A clever equal opportunity policy and decisive family support are part of the University of Konstanz DNA, so to speak. The team does not rest on their laurels but sets and tackles new goals, such as active recruiting.



**Dr Lucas Keller, Department of Psychology, non-professorial academic staff representative in the Equal Opportunity Council**

Equal opportunity efforts at the University of Konstanz mean that a diversity of measures and options is provided to our university members in all their diversity.

The special challenge with equal opportunity work is the balancing act between well done and well meant, as it is always easier to laugh about someone with good intentions than about someone with bad ones.



**Professor Andreas Marx, Department of Chemistry, Member of the Senate**

[For us, these topics mean] pragmatism, not ideology. The best example is the Kinderhaus, as without it my family life and career advancement would have been so much more difficult.



**Professor Elisa May, Department of Biology, contact person for equal opportunity**

For me, equal opportunity policy at the university is very special and challenging, as you have to deal with positions strongly marked by unconscious bias, although the persons with these convictions claim to be highly rational and objective.



**Christopher Möllmann, director of the Cultural Studies Research Centre**

If universities want to be institutions of critical thinking and enlightenment, they need a lively body such as our Equal Opportunity Office which calls out loud and clear: Question your gender clichés, advocate unusual career paths and living situations, recognize the potential of a diverse team to make new realizations. Thank you!



**Professor Winfried Pohlmeier, Department of Economics**

A career in academia still carries much larger risks for young women than for their male counterparts. The University of Konstanz equal opportunity and family support efforts immensely contribute to reducing these barriers.



**Professor Hans Christian Röhl, Department of Law, Member of the Senate**

Equal opportunity at the University of Konstanz shows how an important objective can be implemented with the help of persistence, determination, great personal commitment and suitable institutional structures. It also highlights the continuous challenge of combining mono-thematic agendas with the multi-faceted perspective of science.



**Professor emeritus Wolfgang Spohn, Department of Philosophy**

The 'female' tenacity of the Equal Opportunity Council also benefits the university as a whole!



**Ilmari Thömmes-Jeltsch, student, Member of the Senate**

I see it as a big challenge to balance the pressure of performing in academia and still finding time for family and care activities. As a member of our student-led sustainability office I am especially interested in fairness in an eco-social context. How can we deal with the ecological challenges of our times such as climate change, diminishing biodiversity and the energy revolution without excluding or favouring certain groups of persons?



**Professor Eva Weig, Department of Physics, Deputy Equal Opportunity Representative (faculty I)**

Family support really is a lived reality at the University of Konstanz.



**Dr Nikolaus Zahnen, director of the Division of Student Affairs and Teaching**

Diversity, transparency, family friendliness: We cannot value highly enough how much equal opportunity contributes to the further development of our university as an employer.



# Equal Opportunity

- Equal opportunity at the University of Konstanz
- Gender-equitable promotion of early career researchers
- Appointments: The Konstanz gender mainstreaming model
- Staff development through mentoring
- Equal Opportunity Representative (for non-academic staff)

## Equal opportunity at the University of Konstanz

Universities in Germany are explicitly required by law to ensure equal opportunity for women. To do so, they need to create adequate structures and responsibilities, set goals and regularly report on their progress. Progress, however, has materialized only very slowly in Germany. Consequently, institutions such as the German Research Foundation have taken up this topic and demand clear positions and specific target-oriented measures from the universities to give female researchers the same career opportunities as their male counterparts.

Since our equal opportunity efforts began in 1989, we in Konstanz have done more than the law requires. Persistently, we keep initiating the discussion about how we as a reform university can provide equal access to education and pave a path to professorship for women. We think the framework is absolutely essential:

- Work and family life should be compatible.
- The working conditions – and the working atmosphere – should be favourable.
- Opportunities should be provided by taking individual circumstances into account.

We use the numerous interesting research results from Gender Studies which investigate and discuss gender images, roles and identities as well as approaches that question the binary system of categorizing humans into men and women. Many of our instruments are perceived as best practices all over Germany.

In our experience, mentoring programmes are

decisive instruments for strengthening the solidarity and networks among female researchers. A great number of our experienced female professors know exactly where power games for reputation and resources are played and where women are excluded, or simply refuse to get involved. Here, strategic cooperation is essential to breaking these external and self-selection processes.

Another important element is gender bias training for staff with leadership responsibilities. Our ideas and perceptions, be they implicit or explicit, often deceive us and lead to misjudgements. This is especially disastrous in the case of hiring processes and the assessment of staff and their achievements (see our brochure “Gender Bias in Academia”), as it leads to immense pressure on and the exclusion of female researchers. Homosocial co-option is the sociological term for the fact that men are more likely to prefer like-minded people or those of similar habitus. The term “(old) boys network” describes this phenomenon very well.

Leadership principles in academia, however, are a sensitive issue, particularly if they were initiated by equal opportunity advocates.

It is our task to find good strategies in this context, together with all those who think leadership competency in the different fields of action makes sense and should be extended.

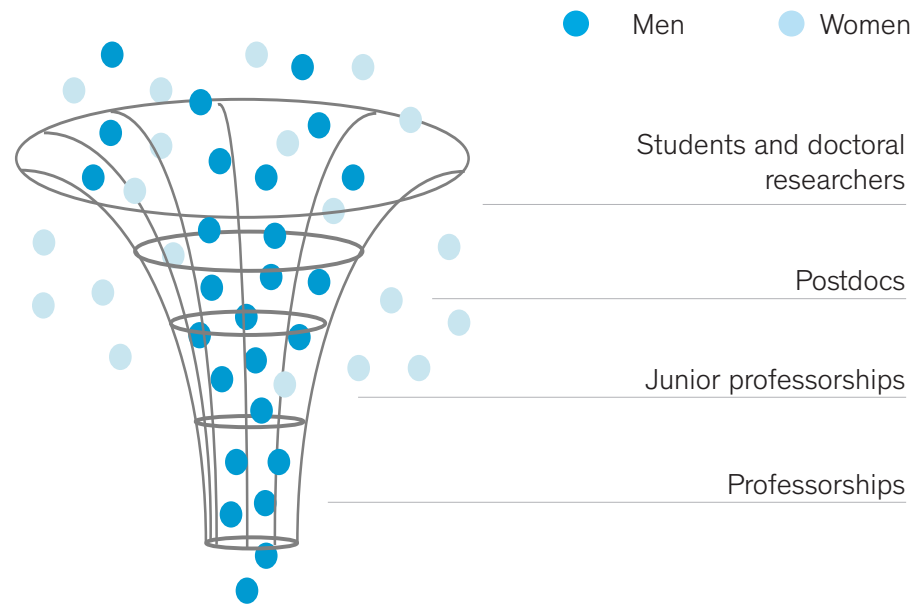
The interesting question is: How many change agents must play the game to change the rules

in the long run? A few individuals are not enough. Studies have shown that the critical mass of at least one third female representation is needed to reflect on and overcome stereotypical gender categorizations. This is why our next goal is set: 35 % female professors.

**“It’s time for a culture change in academia:  
Fix the system, not the women.”**

We are well on the way, even though we have to make a detour every now and then. Often these detours are necessary so we can get everyone involved, and they often prove to be useful in hindsight. The following section will highlight how we are moving closer to reaching our goal of a gender-equitable University of Konstanz.

## Funnels and bottle necks

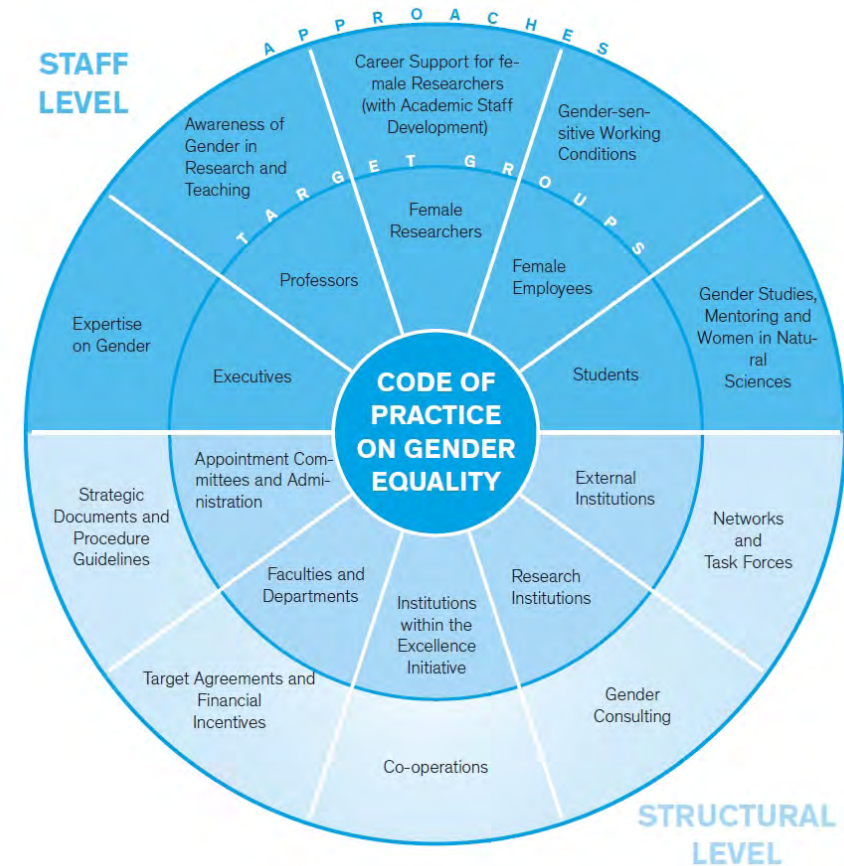


Significantly more female researchers than male researchers quit their academic careers on their way to a professorship.

This happens at all career levels and constitutes a devastating loss of talent and potential for innovation throughout academia.

One important reason for this is an unconscious gender bias, i.e. gender-based positions, attitudes and perceptions that people automatically and unconsciously have.

## The Konstanz Gender Mainstreaming Model



## Gender-equitable promotion of early career researchers



Tanja Edelhäußer  
Deputy director EO

**We must raise both the ceiling  
and the floor.**

— Sheryl Sandberg, COO bei Facebook

Gender equity and equal opportunity are integral parts of the University of Konstanz successful strategy as a research-oriented, flexible reform university. In accordance with our Code of Practice on Gender Equality, we are committed to incorporating gender equity in all of our institutions and decision-making processes. We pursue a vision of an equal share of female professors, management staff and early career researchers.

To promote the gender-equitable development of our organization and staff, every five years the departments, the EO and the Rectorate jointly define equal opportunity targets for academic qualification levels starting at the doctoral level. The targets and measures are specified in the Equal Opportunity Plan.

To promote the recruitment of female early career researchers, the EO provides various instruments, such as a guideline on equal opportunity when staffing academic positions, which includes helpful advice for the different phases of the recruitment process. Our brochure “Gender Bias in Academia” provides research findings about biased decisions and recommendations for breaking through the glass ceiling.

One of the reasons female researchers are still under-represented in academia is the considerable uncertainty for planning their academic careers, which leads them to pursue their paths to professorship with less determination than their male counterparts (see Schürmann and Sembritzki, 2017).

This is why our gender-equitable promotion of early career researchers combines early independence with a tailor-made career support programme. We help female early career researchers to develop competitive profiles that are targeted at an appointment or a senior position, either within or outside of academia. We run the Konstanzia Programme, which consists of six modules that foster the strategic networking of female researchers in particular. To round off our programmes, we provide family-support measures to enable our researchers to balance research with family life during their qualification phase.





**Dr Jennifer Randerath, Department of Psychology, Marie Curie Research-Fellow, member of the Zukunftskolleg and Konstanzia Fellow**

Creative thinking, implementing your own ideas and the opportunity to work flexibly in an intellectual environment are only a few of the appeals of an academic career. As long as you are correspondingly qualified, it's easy to get started. However, you also need to know that making it to the professorial level is a long and rocky path, and not many job openings are available. It is particularly hard, or not very attractive, for women to pursue an academic career when they are starting a family.

The informal rules underlying the way to a professorship dictate your everyday life, as is also the case with me. In addition to my experimental research, I have a number of tasks I enjoy

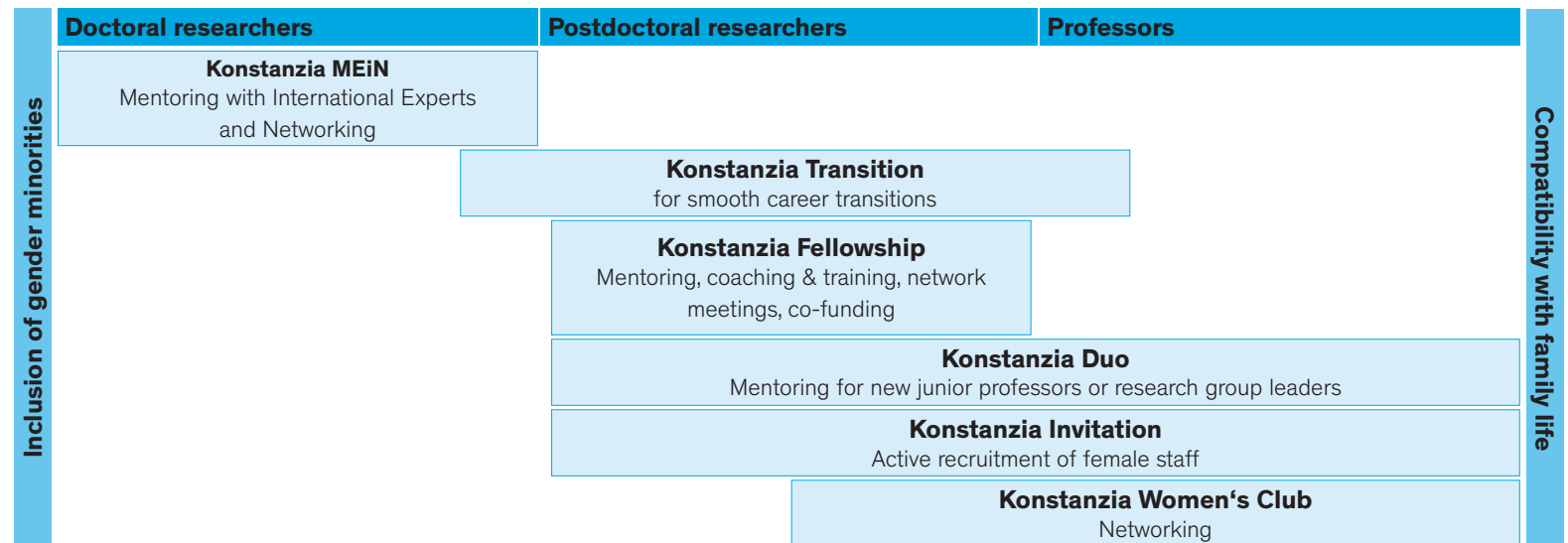
very much: I head my own research team at the Zukunftskolleg, collaborate with local hospitals, am training to become a therapist alongside my job, teach, acquire external funding, write publications, supervise theses and doctoral researchers and participate in committee work.



Independence as a researcher and a subject-specific profile is extremely important for my qualification. I rely on a supporting network

to be able to balance my academic career with my family responsibilities. Our child receives excellent childcare at the university's own Kinderhaus, and the university's emergency childcare is also extremely helpful. In order to spend some leisure time with our daughter, I need to really focus and sometimes delegate certain tasks. I find the Mentoring Programme in the context of the university's Konstanzia Fellowship really helpful. My mentor supports me in expanding my academic network, defining the next qualification steps and prioritizing the many requirements. I am really glad to work at a family-friendly university.

Overview of well-proven and new components of the university's Konstanzia Programme for female researchers at all career levels



## Appointments: The Konstanz Gender Mainstreaming Model



Dr. Anke Schwarzenberger, Coordinator for Gender Mainstreaming

One of the University of Konstanz' goals is gender equality. We aim to increase the awareness for gender equity through gender mainstreaming. Our institutionalized equal opportunity standards are aimed at sustainably changing research culture. All decisions about resources and staff, quality assurance processes and staff development measures are guided by equal opportunity principles. These principles are developed by the Vice Rector for International Affairs and Equal Opportunities in close collaboration with the Equal Opportunity Representative, the Equal Opportunity Council and the EO, and are implemented on many levels.

Our Code of Practice on Gender Equality ensures gender issues are addressed in everyday life at the university.

**It is not performance that counts,  
but how it is perceived by others.**

— Professor Peter Strohschneider,  
president of the DFG

In Konstanz, we actively counter gender-based discrimination and stereotypes in appointment processes. This is achieved by issuing check-lists for appointment committee chairpersons, guidelines for equal opportunity representatives, recommendations for the commission for the active recruitment of female researchers, and - among other activities - by initiating cross-organizational and -faculty project teams. Equal opportunity representatives from the departments play an active role in appointment committees.

Results of our collaboration with Quality Management are: Equal opportunity indicators for example as an integral part of controlling, gender-differentiated statistics and evaluations in monitoring processes.

We have defined essential content and goals of

the equal opportunity plan in a target matrix. We initiate measures for gender-equitable teaching including didactics as well as teaching content integrating gender and diversity issues and findings from gender research. We support our teaching staff through corresponding teaching material and training measures. As an incentive, we initiated the project "Gender in Teaching" and the visiting professorship for gender studies/the advancement of women.

## Voices from the community



**Professor Dr Dr Horst Hippler, president of the German Conference of University Rectors (HRK) 2012–2018**

I sincerely hope that, in ten years, we will be living in a world where equality between men and women in academia has become reality. That means, that any of the subconscious scepticism about women that we now encounter from time to time will then be a thing of the past.



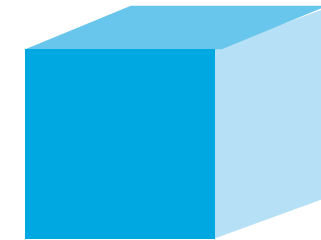
**Professor Dr Dr Ernst Theodor Rietschel, president of the Leibniz Association 2005–2010**

Gender equity is the goal – as a decisive means of increasing academic excellence. Furthermore, we must address the gender issue as a question of equity in academia and at universities.



**Professor Martina Brockmeier, chair of the German Council of Science and Humanities since 2017**

By 2020, academia must commit, of its own accord, to promoting equal opportunity faster and more intensely. I think it is really important that academia itself provides this impetus and not politicians.



What's on the dice?  
Page 52



**Jens Apitz, director of the administration (Kanzler) of the University of Konstanz**

Equal opportunity and appreciation are the seals of quality on our appointment processes.



**Anonymized feedback of appointed professors received by Dr Brigitte Rieger, director of the faculty administration Politics, Law and Economics**

- I was especially pleased about the excellent support both via mail and at the university.
- The processes at the University of Konstanz are exemplary transparent and fast.
- One, if not THE, reason I chose Konstanz was the childcare available in the Kinderhaus [...]. It was very important for me to be able to address this issue during the appointment process.



**Gender Mainstreaming** is based on the realization that women and men have different living conditions and opportunities due to their social and cultural gender roles in society, and that they are affected by social processes and their effects in different ways.

## Staff Development through Mentoring



Gudrun Damm  
Mentoring coordinator

**Mentoring makes an impact –  
for the mentee, the mentor  
and the organization.**

Mentoring is an instrument in staff development. An experienced person (mentor) helps a less experienced person (mentee) to address all questions concerning their career development. But mentoring is much more than this: It has an effect on the university's structures.

In our mentoring programmes, the mentors act as role models and advisors. They encourage their mentees to strategically and courageously embark on their career paths. Accompanying workshops provide additional input for the mentees. Relevant competencies for a career and continuing development are revealed, acquired or extended.

In our programmes we support building up and maintaining strategic networks. The exchange of knowledge and experiences makes barriers visible that result from general structures.

This knowledge can be very helpful for women when moving in certain hierarchies and power levels.

Another positive aspect is that the female professors who act as mentors receive feedback from their mentees (junior professors, heads of research teams) about where they encounter structural obstacles and barriers. The mentors can then use this information to adapt their own leadership strategies to fit the varied requirements and situations of their female staff members and integrate these experiences in their departments and fields of research. Consequently, mentoring contributes to a positive communication and recognition culture at our university.

Our University of Konstanz mentoring programmes promote career starts in industry, politics or the cultural sector and support female researchers on their path in academia.

Some mentees decide only after having started the mentoring programme which way is the right one for them. In all cases, the programme boosts the participants' ability to follow their personal career path competently and with confidence.

We have supported 776 students and doctoral researchers in our industry-oriented programme since 2001. In our more recent programmes for female researchers, we have supported 50 doctoral researchers since 2016, and, in the Konstanz Fellowship programme, 28 postdocs since 2015. Successful career starts, international collaborations of doctoral researchers and appointments as professors confirm the success stories of our mentees: Mentoring makes an impact.



**Sandra Rudman, academic staff member in the Department of Literature, Art and Media Studies since 2015, participated in the international mentoring programme MEiN (Mentoring with Experts and International Networking) from January 2017 to June 2018**

Through the MEiN Programme I was able to complete a research stay at the renowned Instituto de Estudios Avanzados of the Universidad de Santiago de Chile. Professor Carolina Pizarro, an expert for Latin American literature and culture, agreed to act as my mentor.

During a meeting in Konstanz we discussed the goals of our collaboration as well as what I would do during my stay. I spent 8 weeks in Santiago de Chile and met with my mentor each week for about an hour of inspiring dialogue which helped me develop my writing and plans.

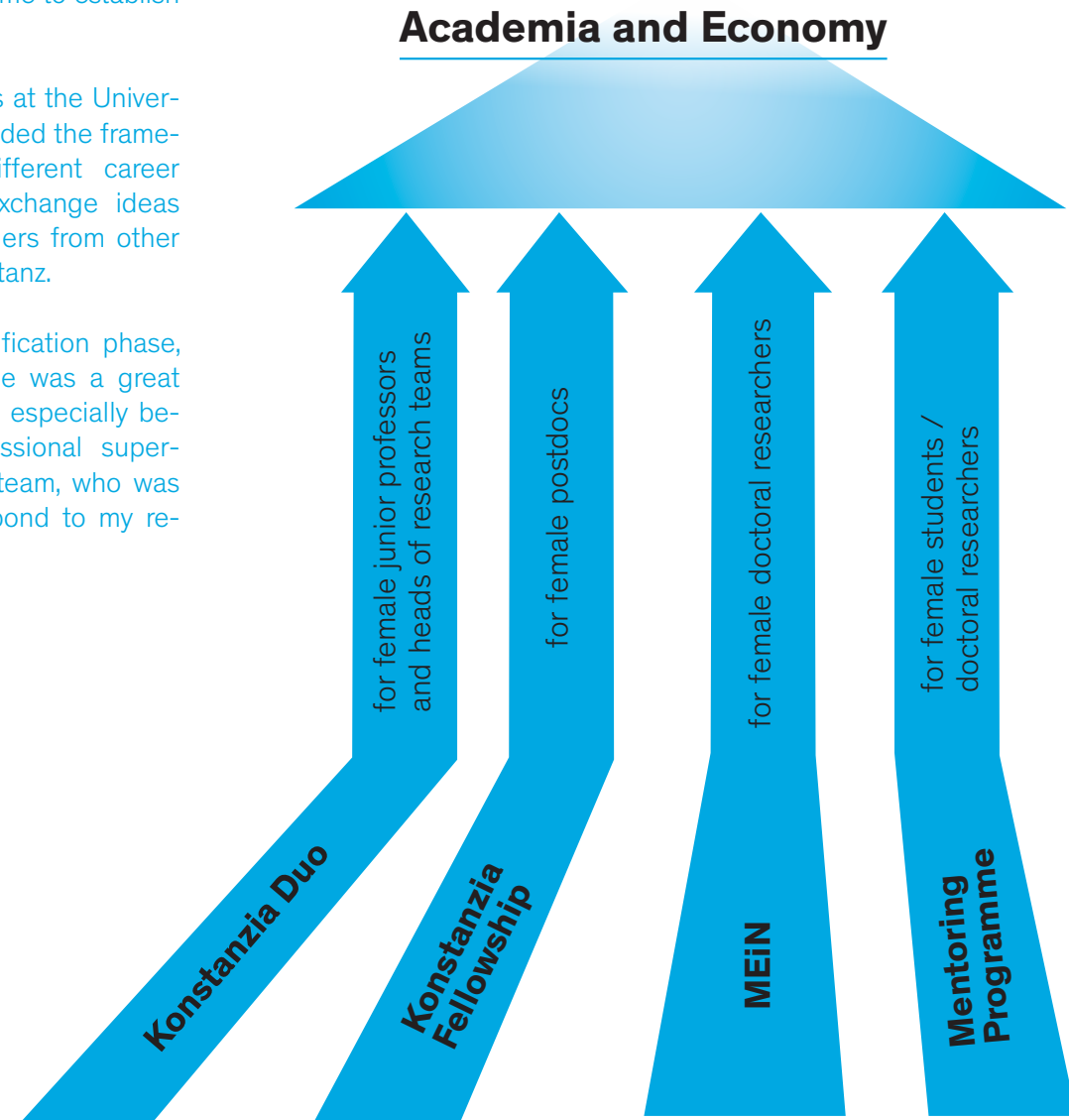
Professor Pizarro also shared with me her experiences with building her own academic career. Consequently, I gained deeper insight into the German-Latin American research landscape and options for the future opened up to me.

The lively exchange with my colleagues in Chile during colloquia in the IDEA Institute as well as round tables in the areas of research, literature and art helped me to establish long-term networks.

The MEiN workshops at the University of Konstanz provided the framework to discuss different career strategies and to exchange ideas with female researchers from other departments in Konstanz.

For my current qualification phase, the MEiN programme was a great support on all levels, especially because of the professional supervision by the MEiN team, who was always quick to respond to my requests.

Career Mentoring for Academia and Economy



## Equal Opportunity Representative for non-academic staff



Inés Eckerle  
Equal Opportunity Representative (for non-academic staff)

A university takes on different roles: on the one hand, it is a public service institution, on the other hand an educational institution for teaching and research. As a consequence, it is subject to different laws.

For academic support staff, who see to it that students, researchers and teaching staff have optimum conditions, the Chancengleichheitsgesetz (Equal Opportunity Act) applies. It states that the university must promote equal opportunities for women and men, eliminate existing disadvantages for women and support women especially by providing access and advancement opportunities. The share of women in areas where women are under-represented should be increased. It should become easier for men and women to balance family life and their careers.

The targets for the different groups (employees,

students, researchers) are similar, but the measures are different.

Every five years, we define targets for staff development in our Equal Opportunity Plan including how we plan and support career paths and qualification measures for women in the academic support services.

The Girls' Day is one of our well-proven instruments for promoting young talent, and it provides female pupils insights into the professional world of the natural sciences, IT, technology and skilled trades. The university views more diversity in these fields as a huge gain and thus would like to attract more women to these areas.

We provide parents-to-be with extensive advice on maternity leave, parental leave and the

**Equal opportunity actually means that the privileged have to share.**

parental leave allowance. University members with relatives in need of care are informed about available family-oriented options and can receive advice on how they can manage difficult situations.

Flexible working arrangements and health programmes help our employees balance their careers and family lives. In addition to our advisory services, we offer events and trainings to raise the awareness for these issues among all university members.

Deputy: Angelika Früh, Department of Chemistry

## We asked...



### **Petra Hätscher, director of the Communication, Information, Media Centre (KIM)**

Equal opportunity and family support have made it possible for me to combine career and family life in an excellent way. As the director of a large unit at the university, I welcome and strongly support the activities as they help us find and keep qualified staff.



### **Maren Rühmann, director of the Division of Academic and International Affairs**

Equal opportunity, family support and diversity at the University of Konstanz: These values mean that we boost people's confidence in their own strength by creating conditions and structures that make it possible to think outside of the box and open up creative courses of action for individuals so that our university's special culture of making things happen can truly shine.



### **Renate Pfeifer, director of Division of Human Resources**

The University of Konstanz is viewed as an extremely attractive employer in the Konstanz area – also due to our efforts in the fields of family support and equal opportunity.

## A collaboration partner relates



### **Gundula Kern, social worker at the girls' school Zoffingen**

For many years, the university's Equal Opportunity Representative, Inés Eckerle, has given our female pupils the opportunity to explore professional fields that are less popular with girls. The girls were able to discover their professional interests and talents, learn about new occupational fields and develop diverse visions for their future. Thank you ever so much, on behalf of the Girls' Day Academy (GDA) participants of the past eight years, for the excellent collaboration!

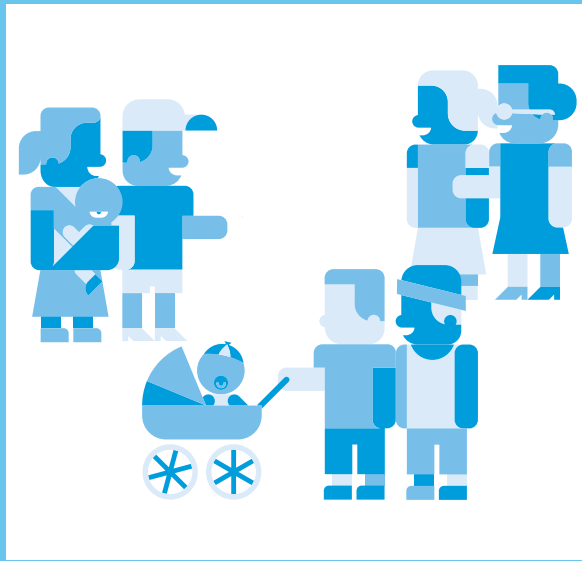
The girls, who often were from socially disadvantaged families, were supported in gaining the abilities required for future vocational training.

As a result of participating in the Girls' Day (a GDA module at the girls' school Zoffingen), they were able to improve their opportunities in life and their ability to care for themselves. Particularly those girls who were from lower-level secondary classes and, in part, had special needs, could benefit immensely.

25 of the pupils who participated in the Girls' Day Academy from 2009 to 2017 opted for higher-level education or training in the skilled trades or technical vocations after completing their schooling in the ninth grade. 19 of the girls intended to complete one more year of schooling or acquire further skills for future training in the skilled trades.

Although the girls' school Zoffingen successfully has trained girls for nearly 250 years, the city of Konstanz decided to close it down in 2018.

Inés Eckerle's efforts of providing our girls new perspectives in life and new career options in fields atypical for girls, however, will bear fruit for many years and decades to come.





# Work Life Balance and Family Support

- Family Support at the University of Konstanz
- University and Families
- Dual Career Programme
- Childcare Options

## **From the “myth of incompatibility” towards comprehensive family support**

In the traditionally more conservative southern part of Germany, it has always been an important component of the university equal opportunity policy to address the question: How can the advancement of women and equal opportunity reconcile with the image of the “mother” and the corresponding maternal duties expected of her by society? There were (and are) definitely too few childcare options available in the city of Konstanz.

Many still picture mothers as the ones who take a break from academic work after their pregnancy and return to work in a part-time capacity only. This investment in family life is not rewarded by the academic system, which is governed by the rules of competition and selection and in which 150% effort combined with a high level of mobility is expected, particularly in the post-doctoral stage. However, women’s careers can be at a disadvantage because of having children and/or being in a partnership where they are expected to move to another city or country to follow their partner’s job opportunities. In case of research couples, young women are disproportionately impacted by this dynamic since, statistically speaking, men are usually older and have a career advantage over their partners.

In our efforts to promote equal opportunity and a good balance between work and family life, we continually encounter the processes of self-selection as well as the selection by external parties. A research career that accounts little for the needs of mothers and parents, and at the same time provides such unreliable perspectives

for a professorship, may simply be unattractive for many researchers. At the same time, mothers are often not expected to be able to manage balancing their work and family life well and, as a result, receive less encouragement and support to pursue their career.

Fathers usually do not encounter this preconception, since the traditional image of family presupposes there is a woman in the background providing support – which is often the reality.

The following pages describe the role that a single university can play in balancing this broken system. Our services and measures pursue three principles of family support:

First, we promote partnerships of equals between two working parents, e.g. through our Dual Career Programme, childcare in our Kinderhaus and our support of post-doctoral researchers by providing them with student assistants or babysitters as needed. Attitudes have changed: We do not only hire excellent researchers, but individuals who bring their lives along with them, that we, as an employer, can account and provide support for.

Second, we provide high-quality childcare at flexible times, extra support for business trips, etc. in order to enable parents to spend more time studying or engaging in (scientific) work.

Third, and most fundamentally for a cultural shift, we promote an academic culture that is family-friendly and accounts for periods of family

care and different family models when evaluating performance and organizational involvement (e.g. for meeting time of university bodies). Family support is part of our diversity strategy which works to avoid discrimination at the structural and cultural levels while appreciating the value of investments in family life. This means that we integrate our approaches into the university’s staff and organizational development efforts.

Family support is well-established at the University of Konstanz. We now have a large number of professors who themselves have families and, as a result, are highly sensitive to the needs of families. Parents and families are accounted and often well-accommodated for in various fields of action at the university. At the same time, the preconceptions and dynamics of selection described above continue to apply, moving many talented early career researchers out of the academic system. This is why providing support to families in order to help them balance work and family responsibilities remains an important part of our efforts to pursue equal opportunities.

## Advice and Services

### **Dual Career Programme**

**Kerstin Melzer**

- Individual information and advice for the job search
- Assistance throughout the application process
- Contact with human resources managers
- Dual Career Policy
- Regional dual career network

### **Studying with children**

**Christiane Harmsen**

- Individual information and advice
- Student-parent-card (StEP) to organize studies in a family-friendly way
- Creating a more family-friendly campus
- Network of internal and external parties
- Parents' breakfast: connecting parents

### **Academic career with children**

**Tanja Edelhäuser**

- Individual information and advice
- Agreements on compatibility
- Family-friendly leadership
- Assistance with finding childcare for visiting researchers
- Funding for laboratory assistants, student assistants and the mobility of families

### **A career with children**

**Inés Eckerle**

- Individual information and advice
- Models for taking parental leave
- Flexible working hours
- Training during a period of parental leave
- Mentor during a period of parental leave

### **Caring for family members**

**Inés Eckerle**

- Individual information and advice
- Balancing care responsibilities with work, studies or research
- Option to work from home and flexible working hours
- Information events for all university members

## University and Families



Christiane Harmsen  
Coordinator for the family-friendly university

For more than 20 years, the University of Konstanz has been committed to improving the balance between family life and career, studying, and research. With our strategy and numerous services, we are in the top league of family-friendly universities in Germany.

We have participated in the audit of family-friendly universities for years (2006 – 2016) and have successfully established family-friendly standards and several fields of activity in our institution.

As a founding member of the university network

**If you want to go fast, go alone.  
If you want to go far, go together.**

— African proverb

“Netzwerk Familie in der Hochschule e.V.” (family at the university), we intensify our efforts to support families and network with other universities to continually develop the topic of family friendliness at universities.

At the University of Konstanz, we consider as “family” all relationships in which persons continuously take on the responsibility and care for each other. Our concept to support life balance addresses both the institutional and the individual levels. We provide a family-friendly framework for studying and developing a career, and our support services such as childcare and

advice are perfectly tailored to the individual needs of parents, persons caring for relatives and dual career couples. Our general approach is to give support based on phases of life: care tasks are included in our institutional concept and we actively design a family-friendly working culture.

## Why is the compatibility of work and family life so important?

We can recruit (international) researchers

Parents participate in research, teaching, work life and studying

Supporting families is a social task

Care tasks are considered as natural parts of life

Individuals and their family situation are appreciated

Employees are satisfied



The interview “Juggling PhD Thesis and Parenting” addresses questions about the compatibility of doctoral research and family life. Professor Susanne Goldlücke (SG) interviewed Nadiia Makarina (NM), doctoral researcher in the Graduate School of Decision Sciences (GSDS).

SG: How does it feel for you to be a parent and a PhD student[...]?

NM: [...] High-quality childcare is the most important thing you need when you want to combine research and family. The Kinderhaus is a real blessing for students with children. They have excellent staff there and they organise a lot of activities for our kids. Our university is rather familyfriendly. [...].

There are many small but important things. For

example, there is a room at the university where you can feed your baby or have some rest between lectures during pregnancy. We have a “family corner” in Mensa and you can buy food for your toddler at a special price.

SG: Do you have any advice for other doctoral students with kids?

NM: Ask for help. I have benefitted a lot from the support that Academic Staff Development and Equal Opportunity Office offer. They consult students with children on many questions regarding accommodation, childcare, financing, and also offer psychological support.

[...] It is important to share experiences with others who are in similar situation [...]. Before I had a kid I thought I was good at organizing, but now I realize that you cannot plan

everything.

[...] Life feels like juggling plates at times. But I wanted to be a mother early in life, and, of course, this has a cost. Maybe I am slower with my studies, or cannot attend a particular conference. A child is a life-changer, no matter at what time you have them. Children are also an endless source of inspiration!

You can read the entire interview in the GSDS’s annual report 2017 at: [gsds.uni.kn](http://gsds.uni.kn)

## Dual Career Support



Kerstin Melzer  
Coordinator for staff development and dual career

**All you need is love?  
And two jobs!**

When professors move to Konstanz, often their partners' careers have to take a backseat. In 2007, this motivated us to start supporting dual career partners and spouses professionally in looking for a job in and around Konstanz.

Being highly qualified and looking for an interesting job in the Lake Constance area usually is a big challenge; especially for people coming from abroad. The number of large employers is small, international companies almost do not exist, and there is a bunch of rules and regulations to consider if one wants to be successful in his or her job search.

This is where the Dual Career Support steps in:

We advise on application strategies and career advancement and can make use of our contacts to human resources managers in various fields. To offer the dual career partners the best service possible, our team frequently participates in training measures and shares valuable information with national and international dual career experts.

So far, we have worked with over 300 dual career partners and spouses. The attitude how to deal with dual career issues has changed a lot since the early beginnings. The University of Konstanz is well aware that it is not easy to find a job for the second moving partner. Therefore, it has established a constructive approach to

handle dual career requests and has developed a dual career friendly environment.

As a consequence, our Dual Career Policy was implemented in 2010. It transparently regulates how we regard dual career couples and states the unique characteristics of dual career support in Konstanz. Achieving benefits for our recruitment procedures is important but not everything.

In fact, we regard dual career support also as an important instrument to foster the University's strategies: equality of women and men in academia, family support, internationalization, or staff development.



**Professor Stephan Streuber, Department of Computer and Information Science, and Dr María Alejandra Quiros Ramírez, computer scientist**

Finding an academic position is a real challenge on its own. Even more so when both partners are academics. We were very lucky to find a lot of support in the Dual Career Support at University of Konstanz. From the first contact, Ms. Melzer was extremely helpful and resourceful. She gave us all the tips and connections to possible fundings and jobs in and outside of the University. The assistance continued even after finding a job, connecting us with the correct people to arrange daycare for our son. University of Konstanz is the most family-friendly institution I have seen so far in my academic career: I am certainly grateful and impressed by their ability to accommodate academic partners and the families as well as the quality of their Dual Career Support.



**Professor Axinja Hachfeld, Department of History, Sociology, Sport Science and Empirical Educational Research, Binational School of Education, Deputy Equal Opportunity Representative of the Faculty of Humanities**

As a newly appointed junior professor I think it is really remarkable that women in their postdoc phase are already included in the Dual Career Programme at the University of Konstanz. In my experience, the academic system “loses” women especially in this phase. Often because their partners are less willing to move with them. Providing and actively promoting options for these partners definitely increases the appeal of the University of Konstanz.



**Professor Almuth Scholl, Department of Economics, Deputy Equal Opportunity Representative of the Faculty of Politics, Law and Economics**

Our university has proven that attractive dual career opportunities help us to gain excellent researchers even as we face international competition.



**Professor Susanne Strauß, Department of History, Sociology, Sport Science and Empirical Educational Research, gender studies specialization**

If my husband hadn't been offered a position as a statistics lecturer, then we probably wouldn't be in Konstanz today.

## Childcare options: Great care is our key to success



Yunuen Mann-Maldonado  
Coordinator for childcare

**Answering the questions of a child is more difficult than answering those of a researcher.**

— Dr Alice Miller, psychoanalyst and writer

The Kinderhaus (childcare centre) is a part of the university and basically supports families. Often their daily lives are determined by a workload that is hard to calculate and a lot of flexibility and mobility is required. Our educational work is based on building a partnership with the parents.

Knirps & Co. e.V., the association running the Kinderhaus at the University of Konstanz, is committed to providing high-quality, innovative childcare.

The association was founded in 1996 through a parents' initiative and the university's equal

opportunity coordinator.

The EO orients its child care measures towards the needs of the parents. In the Kinderhaus, we provide 120 places for children aged six months to six years.

For parents who need a place for their kid on short notice, or only for a limited period, we have the KiZ (children's room) with ten places for kids between six months and three years.

What about unpredictable situations you cannot find childcare for on short notice? For times like these we provide our Plan B emergency childcare service: trained childcare professionals,

baby minders or nurses care for the kids at home or here at the university.

School holidays do not automatically mean days off for parents. During eleven holiday weeks, varied programmes for school children help to reconcile career and family life.





**Dr Hilmar Hofmann, junior research group leader at the Limnological Institute (environmental physics team), Managing Board Knirps & Co. 2014 – 2018**

Over the last nine years, my children Hanna (9 years) and Frederik (7 years) have used the different care options (nursery school, kindergarten and programmes for school kids) that Knirps & Co. offers in the university's Kinderhaus.

Knirps & Co. with its reliable and flexible care options was an important component for building my academic career. Shortly before my children were born, I started my job as a research assistant in the environmental physics team and, later on, as junior research group leader at the Limnological Institute of the University of Konstanz. During this period, my wife also advanced her career. The balancing act between children and career was only manageable with the help of the care options provided by Knirps & Co. It is quite different from municipal childcare options.

I would like to highlight the flexible all-day care in the nursery school and kindergarten between 7 a.m. and 6 p.m., on request also until 8 p.m. and on weekends, and the short closure times.

Especially when the kids were small, they were often ill, but Knirps & Co. offers help in those cases: Plan B. This way I could hold lectures and participate in important meetings or business trips, even when my children suddenly fell ill. My

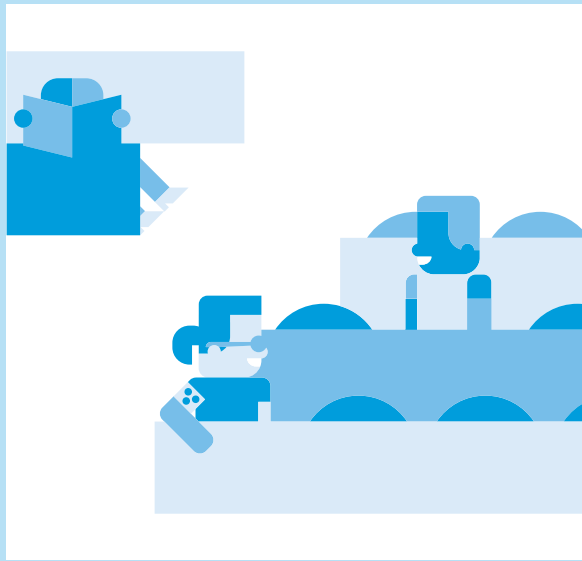


wife and I found that extremely helpful and often it felt like a lifesaver for us.

In addition to that, the quality of care at Knirps & Co. is extremely high. The staff is highly motivated, well qualified and the childcare ratio is very good. The educational concept focuses on the

children and includes individual care that takes the specific needs of the children into account. My children enjoyed the concept very much: On the one hand our children spent time with their group, and on the other hand they could explore other thematic areas such as the studio, the theatre, the workshop, the marketplace, the gymnasium or the garden.

My kids always went to “Knirps” with great enthusiasm, which speaks for itself. Knirps & Co. offers more than “just” reliable, flexible and high-quality childcare. Over the course of four years, as a member of the managing board, I had the opportunity to work with this highly-professional team outside academia on the further development of the operative and educational concept of Knirps & Co. It was a great experience that was a lot of fun, and I wouldn't trade it for the world.



# Diversity

- Diversity at the University of Konstanz
- Implementation of the diversity audit
- The Diversity Instrument: Mentoring<sup>Plus</sup>
- The project “Study as a refugee”
- Representative for students with disabilities and chronic illnesses
- Point of contact for cases of discrimination and sexualized violence

## Diversity at the University of Konstanz

In the 1960s, Ralf Dahrendorf, one of the founding fathers of our reform university, used the image of the “female Catholic working-class child from a rural area” to illustrate unequal educational opportunities for the four most under-represented groups at universities: young women, Catholics, working-class children and those from rural areas. Dahrendorf advocated for consistent equality of opportunity in the education system. Conditions unrelated to personal achievement, such as social background, should have no impact on academic success.

The work of promoting diversity at German universities is based on this concept of consistently providing equal opportunity. Now universities increasingly mirror the diversity of today’s society. As a result, we need easily applicable conditions that are fair for all groups. This continues to pose a multitude of new challenges for universities: How do we define diversity, disadvantage and fairness? How does inter-organizational dialogue take place about what diversity means at and to universities? Who acts when on behalf of which group?

These questions fall under the term of “diversity” which includes acknowledging quantitative diversity, assuring equal opportunities and fostering institutional opening processes to increased diversity.

Diversity-related questions address characteristics that are used to stereotype others, to place them at a disadvantage or to discriminate against them. The questions also recognize that

each of these groups is heterogeneous and that individuals can be members of more than one such group. Above all, these characteristics include those listed in the General Equal Treatment Act: age, gender, skin colour, religion, physical and health handicaps, ethnic or national origins, social backgrounds and sexual identities. In addition, an individual’s economic background, the level of education in their family and their family model can be relevant factors in the university context.

### **“A stable bridge is held up by many pillars”.**

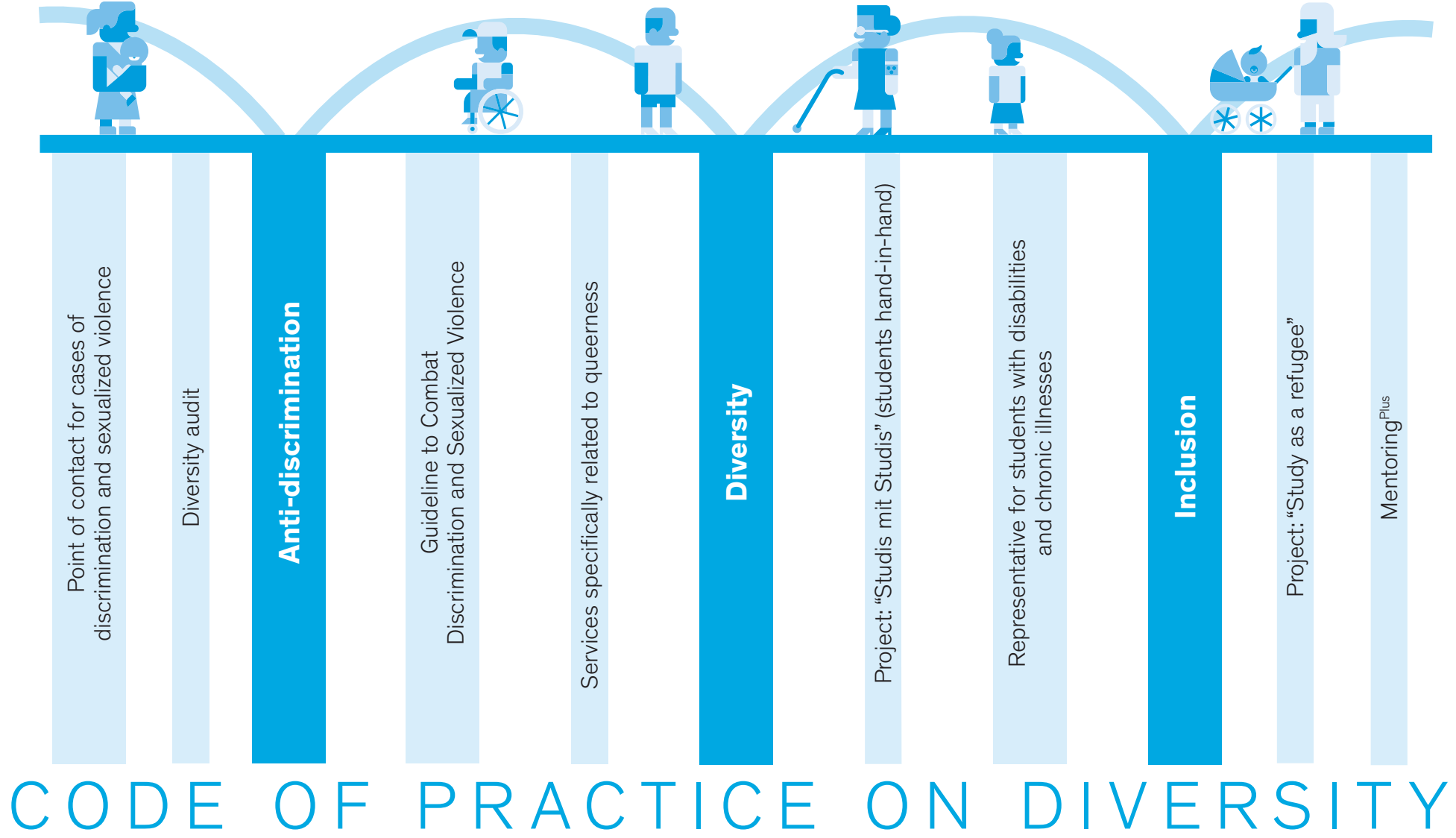
The University of Konstanz values social diversity and, since 2009, has included further diversity tasks in its equal opportunity and family support measures. Fostering diversity is the responsibility of the entire university. Our institution strives to establish an environment that is inclusive and free from discrimination to the greatest possible degree. Diversity, anti-discrimination and inclusion are the three pillars supporting our vision: Providing optimal opportunities for all university members to reach their potential while promoting equal access to and participation in all areas of the university. This makes our university an even more attractive place to learn, teach, research and work both today and for future generations.

The bandwidth and complexity of diversity, anti-discrimination and inclusion poses a variety of questions that require a broad range of participants in order to find (often creative) solutions.

At the University of Konstanz, diversity-related activities are supervised by our Vice Rector for International Affairs and Equal Opportunities and our Equal Opportunity Council. We signed the Diversity Charter in 2015 and were certified in 2018 after completing the diversity audit “Vielfalt gestalten” of the Stifterverband für die Deutsche Wissenschaft (a foundation which provides funding in the sciences and humanities). These activities document our commitment to fostering a positive climate for diversity.

Our diversity efforts include measures to provide individualized support to balance existing disadvantages, as is highlighted in the areas of Mentoring<sup>Plus</sup>, study as a refugee and inclusion. Other measures, like our Code of Practice on Diversity, work to reduce institutional hurdles and promote greater openness for diversity at the university.

We are very pleased that our Senate and Rectorate adopted the Code of Practice on Diversity on 13 February 2019.



## Implementation of the diversity audit and the measures of the excellence strategy



Dr. Sebastian Tillmann  
Coordinator for diversity

**Promoting diversity in any organization means to counter enforced political conformity and social stagnation.**

While the diversity of students and staff at the University of Konstanz in general is increasing, there is a proportional decrease in diversity for each additional level of academic qualification. To address this imbalance, the university took its first steps to promote diversity in 2009 and subsequently participated in the diversity audit “Vielfalt gestalten” [engl. shaping diversity] in 2015. This audit was aimed at establishing a diversity-welcoming environment, developing a shared diversity strategy, as well as promoting anti-discrimination efforts at the university.

Numerous staff members from different academic departments and the administration participated in the audit and defined the following fields of action: staff development, counselling, intercultural acceptance, academic studies and teaching. In March 2018 the university successfully completed the audit with a

corresponding certificate and laid the foundation for internal participation and communication about diversity. This process also aided in highlighting the promotion of heterogeneity as a cross-sectional task and the necessity of establishing connections to other areas (e. g. international affairs, human resources development).

As a result, short-term and long-term measures have been laid down and a commitment to a diversity strategy for operative action and our Code of Practice on Diversity has been established. The university has also implemented the audit requirements by advising and supporting students as well as providing lectureships on topics such as queerness. The corresponding PR work raises awareness for lesser known ways of life and thereby counteracts discrimination. Other projects are on their way, such as a guidelines for teaching staff and student

advisors on how to include students with disabilities or chronic illness and how to include diversity in their curricula.

As part of our larger excellence strategy, it is also our aim for next year to establish and promote an culture of inclusivity. To achieve this, we want to evaluate our diversity climate and develop accurate diversity monitoring for all ongoing and future measures. To further involve the members of the university, we plan to offer gender and diversity trainings for all staff members, as well as to develop a concept for inclusive leadership for academic and administrative leaders based in the state of the art of science. These trainings will be offered in cooperation with the department of human resource development and, in acknowledgement of the COVID-19 pandemic, will also be available online to minimize risk and increase reach.



**Dr Amber L. Griffioen, Margarete von Wrangell Fellow in Philosophy, participant of the diversity audit, member of the Equal Opportunity Council since 2014**

“Diversity” has become somewhat of a corporate “buzz word” in past years, but now more than ever it is an important concept that needs to be taken seriously, especially in the context of higher education. While the term “equal opportunity” falls under the larger heading of diversity, in the German context it tends to connote only equal opportunity with respect to gender, to the exclusion of other groups.

Moreover, questions concerning diversity go beyond the mere equal treatment and representation of underrepresented groups. Indeed, although extremely important, to limit diversity

initiatives to securing the equal treatment of underrepresented groups at the University does not take into account the intrinsic and instrumental value of the inclusion of persons of diverse backgrounds and perspectives in the democratic institution of the German University.

In other words, diversity is not just about compensation for disadvantage but also about opportunity and multiperspectivity. It is thus important for the University to reflect on how it can better attract and foster a positive atmosphere for students and faculty from systematically underrepresented and disadvantaged groups – both to ensure that such groups are given an equal opportunity (or to compensate for disadvantage) and to proactively embrace the values of inclusivity, plurality, and collaborative innovation that



are part of what it means to create a “culture of creativity” at the University of Konstanz.

The diversity audit was thus important, in order to begin the process of reflecting on these matters. It is even more important that, in addition to the Code of Practice on Gender Equality, the university develops an explicit statement in the form of a Code of Practice on Diversity, which emphasizes both what the university understands by “diversity” and why diversity is important for an institution of higher education like ours. Indeed, it is not only important that the university promotes diversity internally but also that it does so visibly and publicly, thereby making clear that these are values we really stand behind as an institution and find worth promoting in society at large.

## The Diversity Instrument: Mentoring<sup>Plus</sup>



Lana Daudrich  
Coordinator for diversity and mentoring

**If you cannot see where you are going,  
ask someone  
who has been there before.**

— J. Loren Norris, Trainer and Coach

Employers increasingly expect their employees to have been and be mobile. However, not everybody can be equally mobile and flexible, be it because of family commitments (children and/or care for relatives), be it because of psychological or physical limitations, a lack of financial means or other reasons. As a consequence, starting a career is a particular challenge for a large number of young people.

This is exactly where the Mentoring<sup>Plus</sup>-Programme comes in: it has been funded by the Ministry for Social Affairs and Integration and the Ministry of Science, Research and the Arts Baden-Württemberg since 2016 to help bridge the gap between the requirements of the (German) labour market and the applicants' real life situations.

Participants in the programme who may perceive these requirements as obstacles develop

strategies for successful applications. Often they have important abilities (e.g. organizational skills, problem solving skills, ability to work under pressure) that are in high demand in the labour market as well. The programme's workshops aim at identifying and strengthening the abilities and resources of each individual.

Moreover, the mentors, who often are from companies requiring flexibility and mobility, learn about the difficulties that these requirements can pose to job starters.

The mentors also receive training to raise their awareness for staff diversity. In the best case, the mentors use this newly acquired knowledge to initiate cultural changes in their companies. This way both parties benefit from the mentorship.

Trainings and workshops financed from

Mentoring<sup>Plus</sup> funds also increase the existing diversity expertise in other advising institutions at the University of Konstanz.

So far, this programme has been only available to women, but it is currently being developed by Lana Daudrich and planned to be opened up to academic staff in 2020.





**Maria Hesse, Department of Computer and Information Science**

Living diversity as an added value for our society, regardless of the context in which it occurs and the form it takes, is, in my opinion, an important task and a social responsibility of public educational institutions.



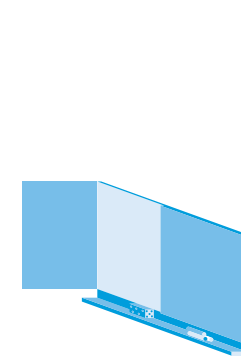
**Mentee 2017–2018, first in her family to complete a university degree**

My mentoring year – a year filled with exchange, self-reflection and interesting experiences – just flew by. Especially helpful for me was the workshop on determining my personal position. Many tests and the exchange in my peer group helped me realize my own abilities and strengths and assess my career prospects.

My mentor really inspired me through her enthusiasm for working freelance and the concept of a “patchwork career”. I got interesting insights into her work, and she helped me to keep my orientation in difficult situations by pointing me in the right direction through her questions.

On the whole, in the time as a mentee I immensely broadened my mind – both personally and professionally. I gained confidence in mastering the transition phase between university study and starting a career. I no longer see it as negative and scary, but as a huge opportunity. The exchange with the mentor and other mentees in similar situations also is very helpful as you continuously get feedback and tips.

I am very glad that I embarked on the mentoring programme and hope it will guide many more students on their individual ways into the future with great workshops and personalities – as it accompanied and guided me.



## The project “Study as a refugee“



Andrea Beeken  
“Study as a refugee” coordinator

**It’s not cultures that meet,  
but people.**

— Dr Sabine Handschuck, director of the Institute  
for intercultural quality development, Munich

Fleeing your home country is nothing you do voluntarily, and you won’t feel safe simply because you are in a safe country now. The losses and uncertainties associated with the asylum status are only a part of the difficulties that refugees interested in a course of studies have to cope with. There are also quite practical barriers: recognition of certificates, choosing a study programme, learning the language, finding a funding – combined with other responsibilities, e.g. for relatives, as well as the need to be financially independent.

In our experience, many refugees who want to study are under huge pressure and do not realize how much they have already mastered since leaving their home towns. Often the participants in our language classes say things like “All of my former class mates have nearly completed their studies. All I am doing is learning German”.

As if learning German, in addition to the strenuous asylum procedure and getting integrated into German daily life, was nothing. Often there is the pressure of having to financially support their family in the home country, or even to pay back debts to relatives who helped finance their flight.

It is assumed that 36.4% of all asylum seekers in Germany have an upper level secondary school certificate or have already studied<sup>1</sup>. Integration becomes possible if all parties involved work hand in hand<sup>2</sup>, like we do with HTWG Konstanz - University of Applied Sciences and network partners in the Konstanz area.

The project also fosters intercultural acceptance and diversity at the university and intends to reduce disadvantages that refugees encounter when starting their studies.

Consequently, we offer language classes and consultation for refugees. Our coordination office is responsible for connecting these structures and existing programmes. Thus, refugees interested in a course of studies can find the right point of contact at the university. Other institutions can ask us for advice in asylum issues or redirect inquirers to us.

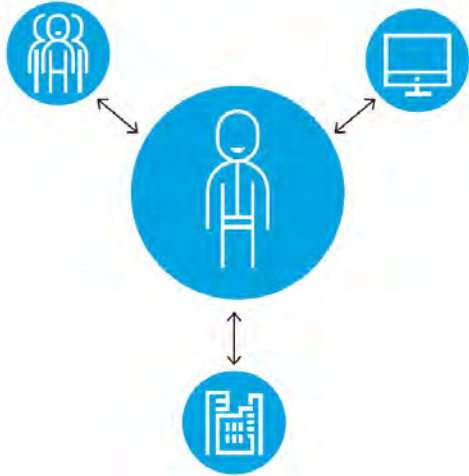
<sup>1</sup> BAMF-analysis as of March 2018: [tinyurl.com/bamf18](https://tinyurl.com/bamf18)

<sup>2</sup> [tinyurl.com/daadgefluechtete](https://tinyurl.com/daadgefluechtete)

## Aspects of studying as a refugee



## Representative for students with disabilities and chronic illnesses



**We are not disabled,  
we are being disabled.**

— Raul Krauthausen, activist for  
inclusion and accessibility

This quote from Raul Krauthausen describes the change in perspective essential for inclusion that is described in the definition of “disabilities” stated in the UN Convention on the Rights of Persons with Disabilities (CRPD): “long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

In the university context, this means that providing equal conditions does not necessarily guarantee all students the same chance of having their success based on their own performance. Structures that apply to all students can be disadvantageous for students with disabilities

and pose additional barriers that make studying much more difficult or even impossible. For example: a student with chronic arthritis needs much more time to provide written answers to test questions. It would be a serious disadvantage for him/her to have to finish the test in the same amount of time as the other students. Giving him/her additional time will compensate this disadvantage.

According to the 21<sup>st</sup> social survey by the German National Association for Student Affairs, 11% of students have health impairments that negatively affect their studies.

By providing information and advice, we would

like to decrease barriers and help students to complete their studies with as few restrictions as possible. We also develop and support measures that assist students with disabilities or chronic illnesses with organizing their studies, such as coaching on how to address test anxiety or the student tandem programme “Studis mit Studis” (students hand-in-hand) for students with psychological impairments.

Representative for students with disabilities and chronic illnesses: Christiane Harmsen

Deputy: Berit Bethke, director of the Central Student Advisory Service

## Point of contact for cases of discrimination and sexualized violence



**No  
means  
no!**

In daily life, many people, especially women, are affected by sexualized discrimination, harassment or even violence. With universities it is no exception. Particularly the distinct hierarchies and numerous relations of dependence often lead to (subtle) forms of sexualized discrimination, harassment and violence.

The University of Konstanz makes a stand against this deficit. To protect the women and men affected, we employ all measures permitted by law and implement the legally required sanctions. In addition, we offer events and trainings to sensitize everyone for this issue and make it less of a taboo topic.

We have established a point of contact with a female and a male contact person. The persons

affected can talk about their situation and discuss possible steps to be taken. Our university takes on the responsibility to protect the personal integrity and dignity of all its members.

We guarantee and promote measures that create the kind of working climate that fulfils this requirement. Every person studying or working at the University of Konstanz has the right to do so without experiencing intimidation, discrimination and harassment.

### **Contact persons for questions regarding sexual harassment:**

#### **Inés Eckerle**

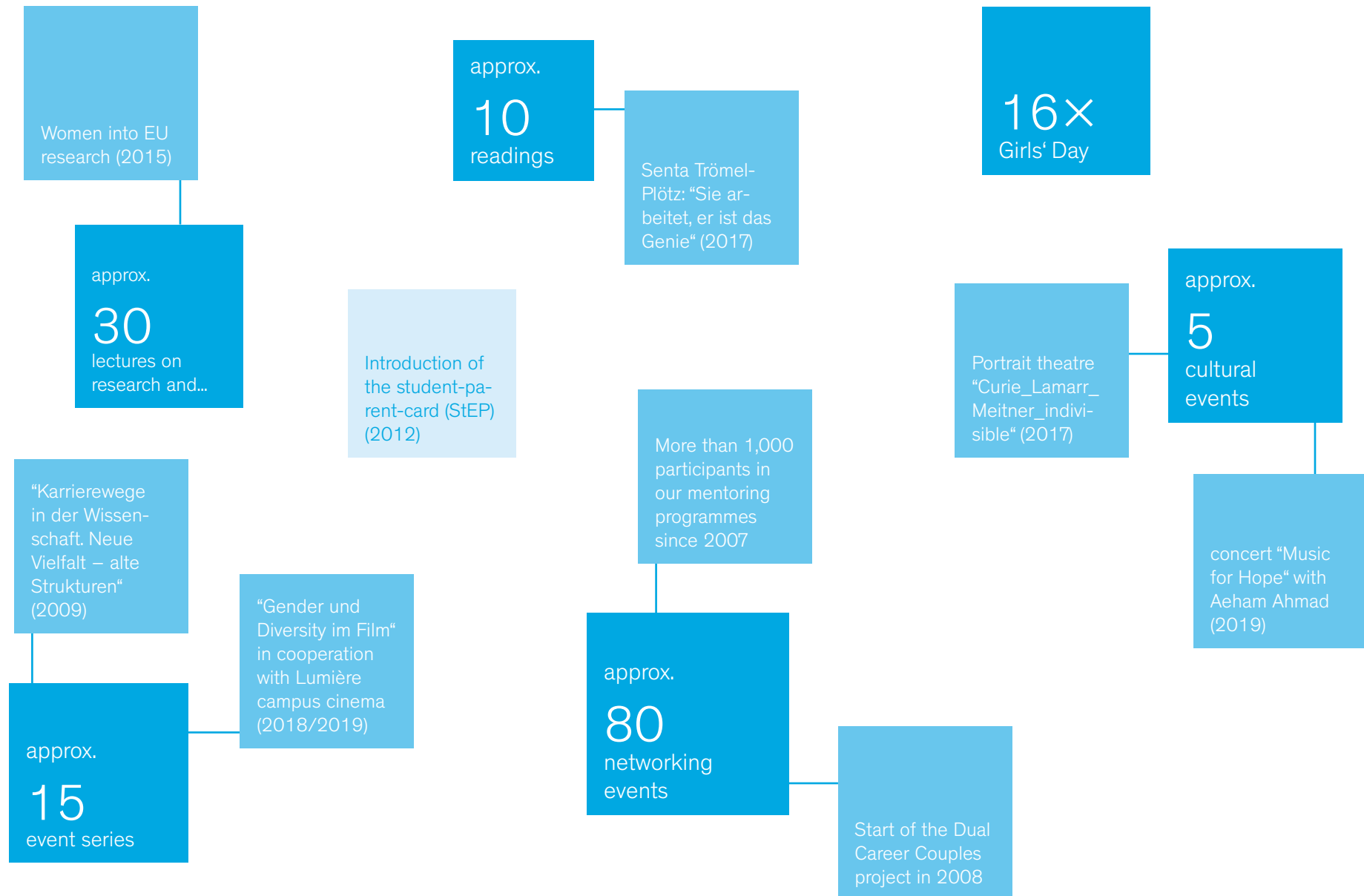
Phone: +49 7531 88-4747  
Building E, room 611

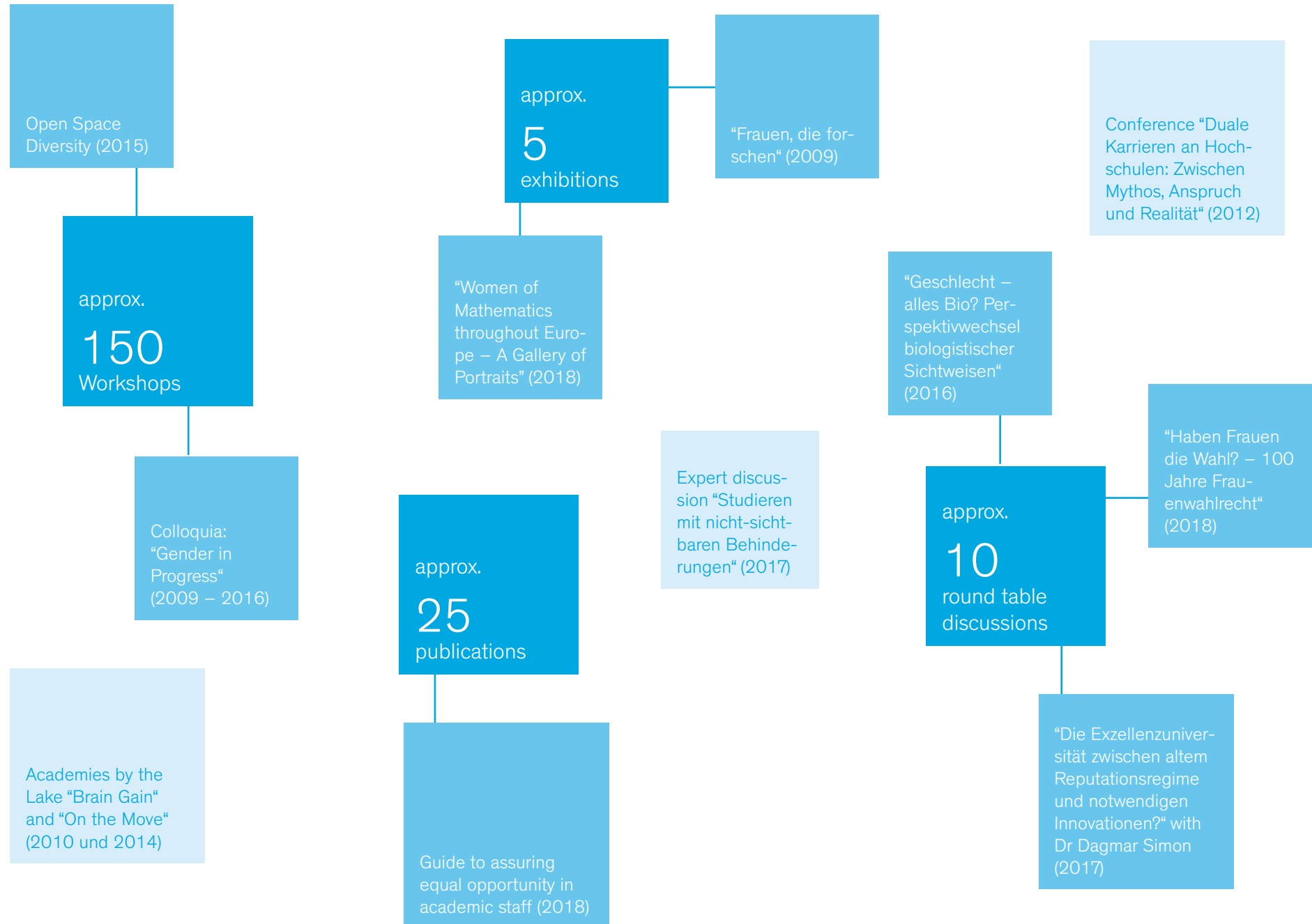
#### **Werner Palz**

Phone: +49 7531 88-4150  
Building D, room 322

Email: [campussicherheit@uni-konstanz.de](mailto:campussicherheit@uni-konstanz.de)

## Highlights of the past 10 years





## Exhibition: Women on the Move



Professor Aleida Assmann



Professor Miriam Butt



Professor Elke Deuerling



Dr Marilena Manea



Dr Amber L. Griffioen



Professor Eylem Gevrek



Professor  
Sophie Schönberger



Professor Salma Kuhlmann



Professor  
Katharina Holzinger



Professor  
Liliane Dietmar Saupe

Photos of the exhibition "Women on the Move" in the context of the conference "Akademie am See 2014: On the Move".  
Photographer: Schatten Licht Farbe Ulrike Sommer, curator: Dr Albert Kümmel-Schnur



## Exhibition: Balancing Family and Research. International Impressions and Perspectives



Alex Jordan, Carla Avolio, Teal and Arjen Finn



Arash Naghavi, Mansa Sabaghian, Aban and Mani



Haytham Refaei Mohammed Mostafa, Sohaila Mohammed Zaghloul, Khadeja



Yanjie Liu, Yan Li, Qiran



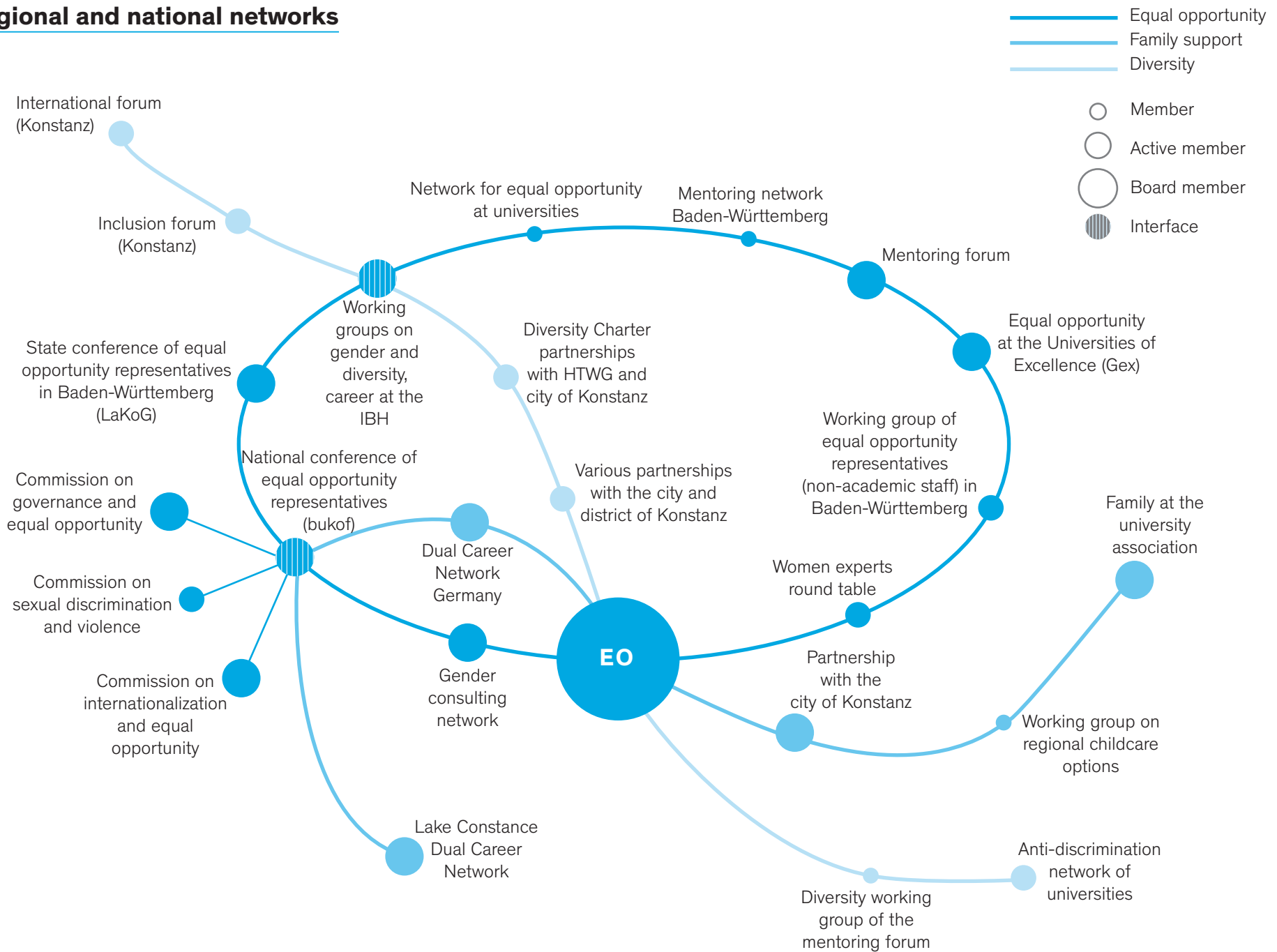
Anapuma Jims, Jahnavi



Ghalib Minhas, Rushba Fatima, Anabiyah

Photos from the exhibition: "Balancing Family and Research. International Impressions and Perspectives" in cooperation with the International Office  
 Photographer: Johann Schmidt, idea and concept: Christiane Harmsen

## Regional and national networks



## Links (in German)

### Internal

Sozialberatung der Seezeit

[seezeit.com/beratung/sozialberatung](https://www.seezeit.com/beratung/sozialberatung)

Seezeit Service Center

[seezeit.com/kontakt](https://www.seezeit.com/kontakt)

Academic Staff Development

[uni.kn/asd](https://www.uni.kn/asd)

Welcome Center

[uni-konstanz.de/welcome-center](https://www.uni-konstanz.de/welcome-center)

Gesunde Uni

[uni-konstanz.de/personalabteilung/gesundheitsfoerderung](https://www.uni-konstanz.de/personalabteilung/gesundheitsfoerderung)

Zentrum für Mehrsprachigkeit

[mehrsprachigkeit.uni-konstanz.de](https://www.mehrsprachigkeit.uni-konstanz.de)

### External

AG Gender und Diversity der Internationalen Bodensee Hochschule (IBH)

[bodenseehochschule.org/ibh-arbeitsgruppen/ag-gender-diversity](https://www.bodenseehochschule.org/ibh-arbeitsgruppen/ag-gender-diversity)

AG Karriere der IBH

[bodenseehochschule.org/ibh-arbeitsgruppen/ag-karriere](https://www.bodenseehochschule.org/ibh-arbeitsgruppen/ag-karriere)

LaKoG (Landeskonferenz der Gleichstellungsbeauftragten an den wissenschaftlichen Hochschulen Baden-Württembergs)

[www.lakog.uni-stuttgart.de](https://www.lakog.uni-stuttgart.de)

bukof (Bundeskonzferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen e.V.)

[bukof.de](https://www.bukof.de)

CEWS (Center of Excellence Women and Science)

[gesis.org/cews/cews-home](https://www.gesis.org/cews/cews-home)

Dual Career Netzwerk Bodensee 2careers

[2careers.net](https://www.2careers.net)

Dual Career Netzwerk Deutschland

[dcmd.org](https://www.dcmd.org)

Best Practice-Club Familie in der Hochschule

[familie-in-der-hochschule.de](https://www.familie-in-der-hochschule.de)

Kontaktstelle Frauen in die EU-Forschung (FiF)

[horizont2020.de/beratung-fif.htm](https://www.horizont2020.de/beratung-fif.htm)

Bundesministerium für Bildung und Forschung (BMBF): Frauen im Wissenschaftssystem

[bmbf.de/de/das-professorinnenprogramm-236.html](https://www.bmbf.de/de/das-professorinnenprogramm-236.html)

Netzwerk Gleichstellungscontrolling an Unis

[gleichstellungscontrolling-unis.de](https://www.gleichstellungscontrolling-unis.de)

Forum Mentoring e.V.

[forum-mentoring.de](https://www.forum-mentoring.de)

Netzwerk Mentoring BaWü

[www.lakog.uni-stuttgart.de/karriere-foerderung/mentoring\\_bw](https://www.lakog.uni-stuttgart.de/karriere-foerderung/mentoring_bw)

Diversity-Audit

[stifterverband.org/diversity-audit](https://www.stifterverband.org/diversity-audit)

Charta der Vielfalt

[charta-der-vielfalt.de/](https://www.charta-der-vielfalt.de/)

Chancengleichheit bei der DFG

[dfg.de/foerderung/grundlagen\\_rahmenbedingungen/chancengleichheit](https://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit)

Chancengleichheitsstelle Stadt Konstanz

[konstanz.de/Lde/start/leben+in+konstanz/chancengleichheit.html](https://www.konstanz.de/Lde/start/leben+in+konstanz/chancengleichheit.html)

Forum Inklusion Stadt Konstanz

[konstanz.de/Lde/32614.html](https://www.konstanz.de/Lde/32614.html)

Internationales Forum

[konstanz.de/Lde/start/leben+in+konstanz/internationales+forum.html](https://www.konstanz.de/Lde/start/leben+in+konstanz/internationales+forum.html)

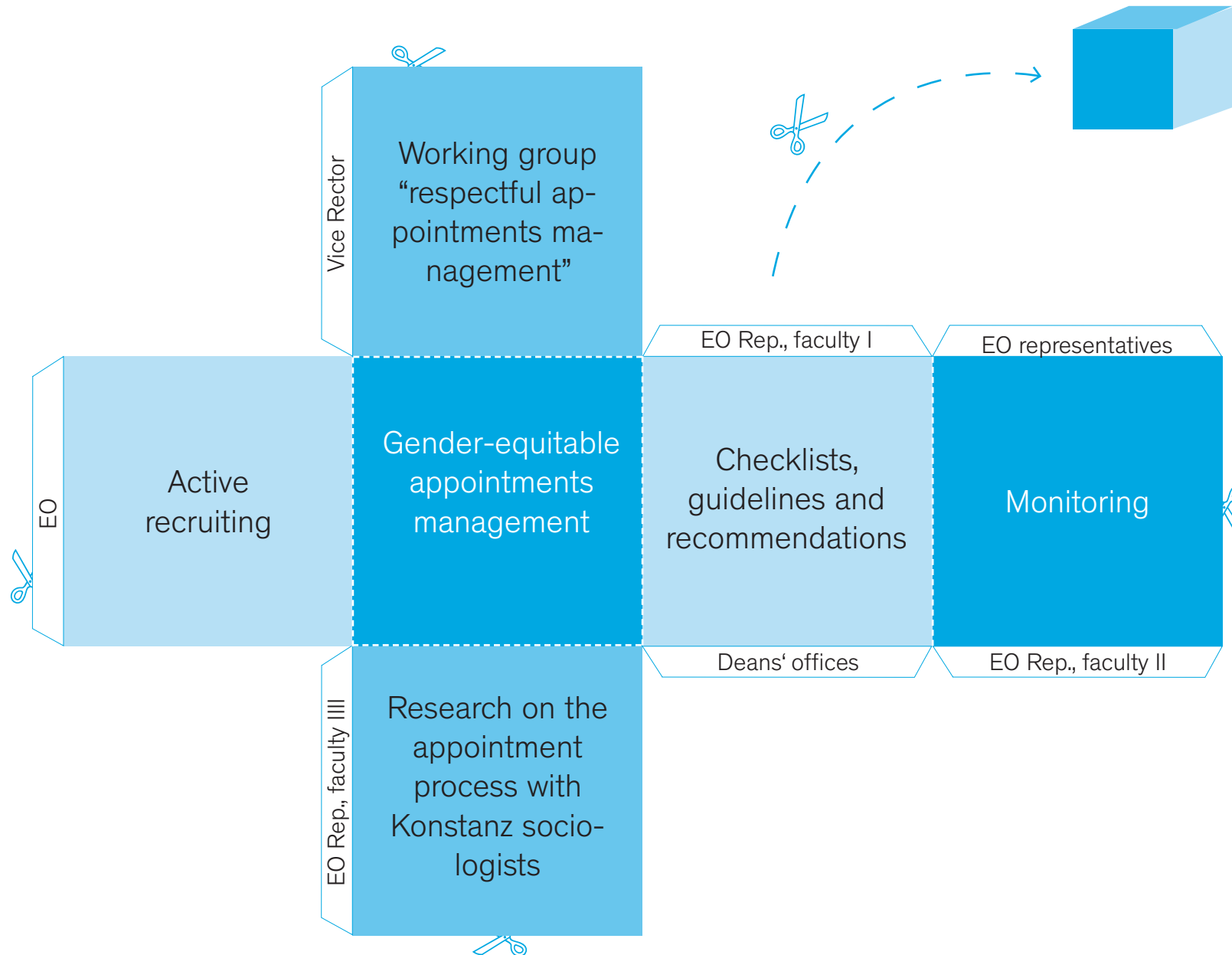
HTWG Stabsstelle Gleichstellung und Diversity

[htwg-konstanz.de/hochschule/gleichstellung-und-diversity/ueberblick](https://www.htwg-konstanz.de/hochschule/gleichstellung-und-diversity/ueberblick)

Gender Consulting Netzwerk

[netzwerk-gender-consulting.de](https://www.netzwerk-gender-consulting.de)

## Building equal opportunities



## Contact



University of Konstanz  
Equal Opportunity Office (EO)  
Assistance Anne Emmert  
Box 59  
78457 Konstanz

Phone: +49 7531 88-3055  
Building E, room 602  
Email: sekretariat-rgf@uni-konstanz.de

— [uni.kn/rgfd](https://uni.kn/rgfd)

University of Konstanz  
Equal Opportunity Office

– [uni.kn/rgfd](https://uni.kn/rgfd)