

## Promotion plan to increase the proportion of women at the various qualification levels

The support plan describes the current state at IfP and the measures that can be taken to increase the proportion of women at IfP or to support women in their studies or work. A brief summary is provided for each of the five areas addressed (increasing the proportion of women, reconciling family/work, cultural change, networking, discrimination). The detailed treatment is provided in the funding plan.

### Basics

The Equality Plan for the Advancement of Women draws its legitimation from

- the Lower Saxony Equal Opportunities Act NGG 2011
- the UOL's central plan for the advancement of women of 05.06.2003
- the "Gender Mainstreaming" strategy of the BMfFSFJ
- the Equality Plan of the KFG/University of Oldenburg of 2020

### Measures to increase the proportion of women across all qualification levels.

Basically, two distinctive points have been identified and characterised where it makes sense to start to increase the proportion of women. The first opportunity to act must already take place at school. We must succeed in getting more female students interested in physics as a subject. To do this, teachers must be able to infect the female students (and pupils) with their enthusiasm for physics. This means, for example, for the didactics of physics (physics education) to kindle a fire for this natural science in our future teachers, which they can then pass on. Other suitable measures are to motivate female pupils to take up physics at an early age. Thus, early studies will continue to be available for highly motivated female students. If the career aspiration to become a physicist or similar already exists, internships with female physics professors should and can be made available as role models. However, it is not only the girls with above-average talent and interest who should feel addressed, but especially those who do not have the confidence to study physics should and must be motivated. Those who want to interest more women in PECS (Physics, Engineering, and Computer Science) subjects should not only address the best, but also the averagely gifted, because it is among the latter that the deficit of women is greatest. To this end, two offers are being installed: a) an astronomy club for girls, and b) in cooperation with extracurricular places of learning (MINT clusters) in the region, opportunities for girls to do research (scientist for a day).

The second prominent point in time when women leave the scientific path is after completing their doctorate. Deciding on a scientific career at this point means choosing a long rocky road, not only for women. Temporary positions, moving to another location and no assurance that a professorship really awaits at the end makes this journey less attractive for all genders, and for women it almost always means career before family. Here, the way must be paved for women through mentoring programmes and the compatibility of family and career must also be promoted.

The FFP also considers increasing the proportion of women at all other qualification levels. For example, a peer mentoring programme for female students is being launched together with the student council to support women during their studies. The Helene Lange Mentoring Programme follows on from this. It has been set up to support female doctoral students and female postdocs.

At the MTV level, women are overrepresented among administrative staff, lower pay groups and part-time employees. Only a few women are employed in the technical area and the middle pay groups. The aim here must be to review employment relationships and, if necessary, improve them, e.g., by making them permanent.

The proportion of female professors can only be increased through special incentives offered by Oldenburg as a location and the associated active recruiting. The establishment of a database of potential female candidates and its constant updating would be an option. At the IfP, this will only be possible for one professorship in the next 10 years.

### Reconciliation of studies, job, career and family

Women often bear the brunt of childcare and caring for family members in need of care. This can lead to them extending their study time, cutting back on their careers or giving up their studies/career altogether. There are also women working at the Institute of Physics who have or have had children and are caring for family members, while also working, studying, doing a doctorate or habilitating. These members of the Institute require special attention, as the double burden of family and career should not be underestimated.

To help at this point, the University of Oldenburg has many measures in place. They show that the university is already doing and has done very good work, but also where improvements can be made or new projects need to be initiated. Since the current measures are based on figures that are 14 years old, it was decided to query the status and needs by means of a new survey at IfP and in Faculty V. The results of the survey will be used to assess the current situation.

The family service measures are summarised under the link <https://uol.de/familienservice>:

- Three day-care centres are provided where children of students and members of the university are given priority.
- Inclusive holiday care for the children of students and employees during the Easter, summer and autumn holidays <https://uol.de/kinderbetreuung>
- Flexible afternoon care at the Kita Uni-Campus for up to 10 hours per week
- Play facilities in the cafeteria, nappy-changing and breastfeeding facilities, a parent-child room and a children's plate in the refectory in Wechloy
- A family café four times a semester as a meeting place for all university members who want to get to know other parents with children.
- A group for (expectant) parents is set up in StudIP, which regularly provides them with important information, e.g. a Corona info pack
- A workshop is offered once a year for students to prepare them for parenthood.
- The Studentenwerk is helpful in finding accommodation for single parent students: <https://www.studentenwerk-oldenburg.de/de/wohnen/service/wohnenmit-kindern.html>
  
- The §11a of the examination regulations describes the hardship compensation for students with children or care responsibilities and for pregnant women.

Nevertheless, the university must work on the following points:

- Committee and event times must be made more familyfriendly. Events should end by 4 p.m. so that children can be picked up in time. §3 of the agreement on the regulation of flexible working hours clearly states that meetings of university bodies or committees [...] should take place during the regular opening hours of childcare facilities if possible. However, this is often not adhered to.
- For special events or for business trips and conference attendance, support programmes for childcare, also overnight, must be considered.

- Foreign students / doctoral candidates with children must be given special support, e.g. in the form of a brochure.
- Daycare and childcare capacities must be increased.

For students and staff with care responsibilities, the university, together with the family service, offers some measures to make work easier, summarised at: <https://uol.de/familienservice/pflege-von-angehoerigen>. Particularly noteworthy is a discussion group for caring relatives.

Re-entry after leaving due to family matters could still be improved through good networking, but the university also helps in this matter through a discussion guide (facilitating the professional re-entry of employees after leave) for supervisors, which is available as a download: ([www.uol.de/personalentwicklung](http://www.uol.de/personalentwicklung)).

### **Culture change in the institute?**

Before a cultural change regarding gender equality should be called for, it is first necessary to clarify what culture actually prevails at the Institute with regard to gender equality work and the advancement of women. How is gender equality perceived at IfP, how is gender equality work perceived? What are the points of criticism, what are the suggestions for improvement? For this purpose, all AG-leaders at the Institute were invited to a discussion. These conversations were recorded and subjected to a content analysis. The result showed a different perception of the situation at the IfP, an overall positive attitude towards gender equality work at the IfP, but also deficits in knowledge about the work in gender equality. Opportunities for dialogue should be created. A Diversity Day per year could remedy knowledge deficits through workshops or lectures on gender equality topics.

### **Networking of women**

Since the networking measures introduced so far (Stammtisch, forum) were hardly used, the need for networking was determined by means of a survey (questionnaire and evaluation in the FFP). The questionnaire was sent to all students and employed women at the IfP. In the first attempt, the number of responses was low. A second round will be started with the possibility to participate anonymously online.

A particularly good example of making women in science visible is the project "Meine Heine-Frau" at the Heinrich Heine University in Düsseldorf (Extraordinary Women of the University are presented). Why not a similar measure at C. v. Ossietzky University? It would be nice to publish a brochure once a year in which portraits of female academics, students or colleagues (our Carla woman?) are drawn or presented who have distinguished themselves through their exceptional achievements in their profession or through social commitment and can thus act as role models.

### **Sexual harassment and discrimination**

Sexual harassment and discrimination are unfortunately also issuing at the IfP. These acts must not be dismissed as trivial offences, they must be dealt with and not only when people are materially and/or psychologically harmed by them. In the case of discrimination and sexual assault, the WG leaders are called upon not to play down assaults and bullying in any form, not to tolerate them but to punish them; to protect the victims (m, w, d) and to report the perpetrators (m, w, d).

If sexual assaults or discrimination occur, it is important to show the victims ways out of their misery. Which counselling centres help in which situation? The University of Konstanz offers a counselling navigator for problems, conflicts and discrimination. The University of Oldenburg could also provide a similar roadmap.

## Measures, their implementation and evaluation within the framework of the women's advancement plan

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The following table documents the status and the further procedure. The conceptions and trials will take place this year, as far as Corona allows. The evaluation of the tested measures will conclude the work on the women's advancement plan at the beginning of 2022.

Chapter in FFP	Measure	Done	To do	Timeline
<b>4.2 Increase the proportion of women in...</b>				
<b>4.2.1 female pupil</b>	<p>Astronomy-AG Stardust in cooperation with AG Kunz</p> <p>Career aspiration: Professor? Internship in the AG Cocchi</p> <p>Concept "Scientist for a day" - cooperation with the BMBF-MINT-Cluster AHOI_MINT (university and</p>	<p>Preliminary talks</p> <p>Partial implementation of the astronomy concept on Future Day April 2021, designed for girls</p> <p>Preliminary talks with Caterina Cocchi</p> <p>Preliminary talks with the ZNT of the EEZ in Aurich Supervision of a Bachelor's thesis in which the concept is developed</p>	<p>Planning the course Flyer</p> <p>Flyer, going into schools</p> <p>Flyer, going into schools</p>	<p>During the year 2021</p> <p>All: after summer holidays</p>

	<p>extracurricular places of learning, companies, schools)</p> <p>Early study</p> <p>Female professors go to school</p>	Preliminary talks with Prof. Engel	<p>Flyer, going into schools</p> <p>For all: Talk to head teachers to see if it is desired.</p>	
<b>4.2.2 Female Student</b>	<p>Peer Mentoring "Well Through Studies</p> <p>Peer mentoring "Towards a doctorate"</p>	<p>Preliminary talks with the student council, Positive response, but still going slowly</p> <p>Letter for students - done</p> <p>Dec 2020: Application for funding for a mentoring project to the BMBF together with Schriever, Hartmann, Kunz, Komorek and Cocchi:  <a href="https://www.bmbf.de/foerderungen/bekanntmachung-3223.html">https://www.bmbf.de/foerderungen/bekanntmachung-3223.html</a>  Title of the project: VisibleFem - Making Innovative Potential Visible</p>	<p>Concept</p> <p>send</p>	<p>During the year</p> <p>completed</p>
<b>4.2.3 female phd students and habilitands</b>	Helene-Lange- Mentoring		Workroom for female phd-students	Running
<b>4.2.4 female professors</b>	Active Recruiting	Guide available	Relief for committee work	running

		A guide to the staff selection process has been developed by the university (Interesting: Diversity- and Info-Boxes)		
<b>4.2.5 MTV</b>	Optimise existing measures		Review employment relationships and Considering the reduction of the term of employment	
<b>4.3 Compatibility of work and family</b>	Optimise and promote existing measures in collaboration with the Family Service	Faculty-wide survey to ascertain needs and take stock of the situation  Support for the Wilhelmshaven location  New toddler group for female university staff (10 places)  Planning and construction of the Wechloy playground is on hold because of Corona	Family-friendly committee times There is still a lack of KiTa places Provision of funds for child care, e.g. for conferences	Completed  Completed  Completed
<b>4.4 Cultural change in the Institute</b>	Toolbox for implementing gender issues  Diversity Day, lectures, workshops and further training on relevant gender equality topics as agreed and needed	Interviews with working group leaders Qualitative content analysis  Gender equality in Faculty 5 offered workshops and lectures on gender issues in winter semester 20/21	Adaptation for the IfP  DIALOGUE!  Module on gender issues for students	Completed  during the year 2021

<b>4.5 Networking of Women</b>	<p>Regulars' Table</p> <p>Study group and forum</p> <p>Ossietzky Women</p> <p>Mentoring programme for female students</p> <p>Implementation of internet-based communication platforms for scientific exchange and to make female researchers visible.</p> <p>.</p>	<p>Survey on the situation</p> <p>No real meetings possible through Corona</p> <p>Preliminary talks -</p> <p>see above.</p> <p>Sifting through what already exists</p>	<p>In cooperation with Equality Physics, further attempts</p> <p>Contact the Gender Studies programme....</p> <p>Cooperation with IT?</p>	
<b>4.6 Sexual harassment and discrimination in the workplace</b>	<p>Cooperation with conTakt</p> <p>Council of Confidence</p>	<p>Survey of women at IFP incl. evaluation</p> <p>Contact with conTakt - joint discussion with dean's office in May 21</p> <p>For Faculty 5</p>	<p>A comprehensive survey for Faculty 5 is being prepared</p>	

	Identify ways and means	Ombudspersons to be introduced! Brochure available	Coaching for ombudspersons in progress Make visible	
<b>4.7 Resource allocation</b>	Encourage Working Groups to pool resources intended for gender equality in order to achieve more and bigger things.		Relieving the burden on the committees and gender equality work	
<b>4.8 Homepage</b>	Set up and maintain homepage for gender equality physics  Publication on gender equality work	Newsletter to be published regularly (Vita Solovyeva)	In progress  In progress	