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EQUALIST

Gender Equality in Information Sciences and Technology

**Input from WWU for the
Deliverable "D5.4: Sustainability
and Replication Report"**

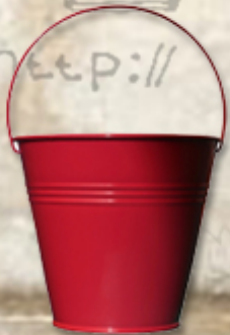


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1 Overall Strategy for the Sustainability Plan at WWU

At the University of Muenster (WWU) the Sustainability Plan for the EQUAL-IST project is currently being developed at two levels:

- At the department level - Department of Information Systems at the University of Muenster (DIS):
 - Design of a new document.
 - DIS is the RPO participating in the EQUAL-IST project.
 - Lead: EQUAL-IST project leader at WWU.
 - Preliminary document title: *“Plan for Talent Recruitment, Retention, and Advancement” (DIS Sustainability Plan)*.
 - Decision-makers who will need to approve the document: DIS professors.
 - Main stakeholders foreseen to be involved in the implementation of the DIS Sustainability Plan: DIS study coordinator, IS student council, DIS staff members.
- At the faculty level - School of Business and Economics at the University of Muenster (SBE):
 - Rework and update of existing obligatory document for the period 2019-2023; the document is prescribed by the state and university regulations.
 - Lead: EQUAL-IST project leader at WWU in the role of SBE Equal Opportunities Officer.
 - Document title: *“Gender Equality Plan for the University of Münster’s School of Business and Economics” (SBE Sustainability Plan)*.
 - Decision-makers who will need to approve the document: SBE Equal Opportunities Commission, SBE Dean, SBE professors.
 - Main stakeholders foreseen to be involved in the implementation of the SBE Sustainability Plan: SBE Equal Opportunities Officer, SBE Equal Opportunities Commission, SBE student council, SBE staff members.

Status:

All Activities initiated within the EQUAL-IST project were analysed and those, which need or have potential to continue to be implemented beyond the project runtime, were revealed and discussed with WWU Working Group members of the EQUAL-IST project. Activities were then classified as those (i) relevant only for DIS or (ii) relevant for SBE (including DIS).

(i) All Activities relevant for DIS intend to be included into the DIS Sustainability Plan. They were summarised and presented to DIS professors and DIS study coordinator. The slides were also disseminated and detailed feedback was requested. The slides are available at <https://uni-muenster.sciebo.de/s/rQlthThBC5Ath8K>. A draft version of the DIS Sustainability Plan, where all collected feedback will be incorporated, is currently being prepared. This document will then be shared with all stakeholders involved in its approval or implementation. It is intended to have the document approved by decision-makers by the end of April 2019. Current Activities, which are intended to be included in the DIS Sustainability Plan, are summarised in the current report, where they are assigned to the EQUAL-IST project intervention areas and marked with “[DIS]”.

(ii) All Activities relevant for SBE intend to be included into the SBE Sustainability Plan. Dedicated workshop with SBE Equal Opportunities Commission and meeting with SBE Dean were conducted, where these Activities were summarised and presented. A draft version of the SBE Sustainability Plan was prepared, where all collected feedback was incorporated and further specific feedback was requested from the stakeholders. This document is available at <https://goo.gl/Qcmtz4>. It is intended to have the document approved by

decision-makers by the end of May 2019. Activities, which were proposed to be included in the SBE Sustainability Plan, are summarised in this report, where they are assigned to the EQUAL-IST project intervention areas and marked with “[SBE]”.

The Activities aimed at enhancing gender equality, diversity, and work-family balance, are also continuously implemented at the WWU level, independently or with only minor support from the EQUAL-IST project. WWU Equal Opportunities Office is primarily involved in leading the implementation of these Activities. Sustainable Activities implemented at the university level are included in the current report as separate sub-sections. These Activities are assigned to the EQUAL-IST project intervention areas and further categories and sub-categories within each intervention area.

2 Sustainable Activities in the Intervention Area - HR and Management Practices

2.1 Sustainable Activities at the Department and Faculty Levels

In the Intervention Area - HR and Management Practices the following sustainable Activities could be revealed: 3 at the DIS level and 10 at the SBE level.

Activity Title and Level of Implementation ([DIS] / [SBE])	Activity Details
Establish a position of a student assistant to support international IS students. [DIS]	<p>Opportunities are currently being investigated to fund a student assistant who will support international IS students and will be guided by DIS study coordinator.</p> <p>Addressed higher-lever Objective(s): To enhance inclusion of international IS students.</p>
Communicate the expectations from (academic) staff members at DIS. [DIS]	<p>Goal: to improve expectation management of (potential) staff members.</p> <p>Each applicant and (academic) staff member should receive from the respective DIS professor information about the upcoming tasks, expectations, and other peculiarities of work at DIS; each professor can decide on an individual basis on the communication format, level of details etc.</p> <p>Addressed higher-lever Objective(s): To improve work-family balance of IS students and DIS academic staff members.</p>

<p>Conduct follow-up workshops “Why should one want to work at DIS”. Implement the required activities revealed during the workshops. [DIS]</p>	<p>Goals: (i) to understand the positive aspects of working at DIS and decide how to communicate and promote them to potential staff members, and especially to potential female staff members; (ii) to understand the negative aspects of working at DIS and decide how to mitigate or eliminate them in the future.</p> <p>Initial workshop was conducted in 2017 with DIS academic staff members; feasible required activities revealed during this workshop were implemented.</p> <p>The aspects forming / affecting the work environment at DIS can be defined during the workshops, including the workshops on DIS mission, vision, and values.</p> <p>Addressed higher-lever Objective(s): To improve work-family balance of IS students and DIS academic staff members.</p>
<p>Collect, analyse, and publish relevant gender-disaggregated statistics of (potential) staff members (both academic and non-academic) and students. Identify imbalances revealed from the analysis of statistics, the reasons behind them, and the activities that need to be implemented to address them. [SBE]</p>	<p>The following gender-disaggregated statistics need to be collected, analysed, and, if applicable, published:</p> <ul style="list-style-type: none"> • Applicants for tenured (usually Professor) positions: total, invited to interviews, included in the lists of selected candidates. • Bachelor students, Master students, student assistants, graduate student assistants, PhD candidates, postdoctoral researchers, and professors. <ul style="list-style-type: none"> ○ Additional statistics for students: Statistics for students need to be disaggregated also for Business Administration / Economics / Information Systems (IS). For staff members, however, it should be sufficient to collect statistics for the entire SBE. ○ Additional statistics for Master students: Bachelor completed at WWU, Bachelor completed at another university in Germany, Bachelor completed at another university abroad. ○ Additional statistics for Master IS students: Minor IS students. Rationale: The share of women among minor IS students is much higher than among regular IS students. • Parents among students and staff members (both academic and non-academic). <ul style="list-style-type: none"> ○ Additional statistics for staff members: Number of months taken for parental leave. Rationale: Anecdotal evidence shows that men tend to take much shorter parental leave than women (typically only 2 months). Collection, analysis, and dissemination of such statistics could be a first step towards sensitizing men to take parental leave at a similar rate as women. • Non-academic staff members: technical support, team assistants (secretaries), and librarians. <p>Addressed higher-lever Objective(s): Monitoring of the implementation course and outcomes.</p>
<p>Conduct the reworked follow-up surveys “Gender Equality & Diversity @SBE” among staff members. Implement the required activities revealed from the analysis of the survey results. [SBE]</p>	<p>Goal: to investigate current issues related to gender equality faced by SBE staff members.</p> <p>Initial survey was conducted in 2017 within the EQUAL-IST project and was targeted at both SBE staff members (academic and non-academic) and students. Initial survey needs to be reworked and, on the one hand, shortened, but, on the other hand, include further relevant questions.</p> <p>Addressed higher-lever Objective(s): Monitoring of the implementation course and outcomes.</p>

<p>Allocate funds at SBE for required awareness raising activities. [SBE]</p>	<p>In WWU Equal Opportunity Framework document (German: <i>WWU Gleichstellungsrahmenplan</i>) it is suggested that each faculty allocates own funds for required awareness raising activities to complement the funds offered by WWU Equal Opportunities Office. Awareness raising activities can include events, awards, projects etc.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Raise awareness of gender equality aspects among members of appointment committees for tenured positions. [SBE]</p>	<p>Goals: (i) to ensure fair and transparent appointment procedure; (ii) to sensitise members of appointment committees about the importance of ensuring equal treatment of all candidates and avoiding any form of bias and discrimination.</p> <p>Continuous activity implemented since 2017 each time a new appointment committee is formed. Completed in 5 appointment committees in 2017-2018.</p> <p>Each time a new appointment committee for tenured positions at SBE is formed, SBE Equal Opportunities Officer sends to the members of these appointment committees emails informing about unconscious bias and existing regulations related to gender equality in recruitment.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Incorporate the gender equality aspects into the SBE mission statement. [SBE]</p>	<p>The SBE mission statement is currently being reworked within the AACSB Business School Re-Accreditation at SBE. It was proposed by SBE Equal Opportunities Officer to incorporate the gender equality aspects into the SBE mission statement. As a result, current draft version of the mission statement contains the following values: <i>“We regard humanness, freedom from discrimination, equality and diversity, mutual respect, collegiality, individual and common responsibility and accountability, and professionalism as values, which are crucial for the pursuit of our goals.”</i></p> <p>It is important to monitor that the values <i>“freedom from discrimination, equality and diversity”</i> stay in the final version of the SBE mission statement.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Participate in the events and trainings organised by WWU Equal Opportunities Office. [SBE]</p>	<p>Events and trainings organised by WWU Equal Opportunities Office include, for instance, as follows:</p> <ul style="list-style-type: none"> • Annual campaign for the International Day for the Elimination of Violence against Women. • Biannual meetings of WWU Decentralized Equal Opportunity Officers. • Trainings for WWU Decentralized Equal Opportunity Officers on argumentation strategies, affirmative actions, support of victims of sexual and gender-based violence etc. <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Launch a competition to submit ideas for innovative projects in the area of gender equality. [SBE]</p>	<p>Invitation of SBE staff members to submit ideas for innovative projects in the area of gender equality, which are of relevance and value for SBE. The winning idea will receive funding for its implementation. The CrowdEquality idea crowdsourcing platform, which was developed within the EQUAL-IST project, can be used for collecting ideas and triggering discussions about promising projects.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>

<p>Appoint and train contact people for victims of sexual and gender-based violence. [SBE]</p>	<p>Both a male and a female contact people need to be appointed at SBE. Training courses for these contact people need to be organised centrally by WWU Equal Opportunities Office. During the training courses contact people need to be informed about the steps they have to follow in case they are contacted.</p> <p>Addressed higher-lever Objective(s): Prevention of sexual and gender-based violence.</p>
<p>Establish and implement the guidelines to facilitate meeting times to be suitable for participants with family obligations. [SBE]</p>	<p>Goal: to consider during the negotiation of meeting times the availability and preferences of meeting participants with family obligations.</p> <p>The guidelines could include the following ideas:</p> <ul style="list-style-type: none"> • Meeting participants with family obligations (if any) should have a priority in expressing meeting times, which are suitable for them. • Recording of lectures could be encouraged by SBE professors, which, in turn, could support students with children who might not have a chance to attend a lecture. <p>Established guidelines need to be communicated to and approved by SBE professors.</p> <p>Addressed higher-lever Objective(s): Non-discriminatory committees and meeting times.</p>
<p>Invite potential suitable committee members of under-represented gender to participate in committees, but do not obligate them to join (relevant for the areas, where gender imbalance exists). [SBE]</p>	<p>A regulation needs to be formalised that in the areas, where gender imbalance exists, potential suitable committee members of under-represented gender are invited to participate in committees, but are not obligated to join.</p> <p>The regulation needs to be applied to potential suitable committee members not only among staff members, but also among students.</p> <p>It needs to be ensured that suitable committee members are defined based on their expertise, not their gender.</p> <p>Addressed higher-lever Objective(s): Non-discriminatory committees and meeting times.</p>

Table 1. Sustainable Activities in the Intervention Area - HR and Management Practices.

2.2 Sustainable Activities at the University Level

Activities related to the following aspects belong to this Intervention Area:

1. Work-family balance:

- a. Staff at all levels are informed about work-family balance rights and provisions.
- b. Staff are offered and can take advantage of organisational opportunities and options to meet work-family balance needs.
- c. Facilities and services to support work-family balance are provided to all staff.

2. Gender segregation:

Gender vertical segregation reasons are analysed and initiatives to make recruitment and career progression transparent and bias free are undertaken.

3. Gender Equality Machinery:

Gender Equality Machinery is in place with specific skills, budget, and tasks.

4. Gender-disaggregated data and monitoring:

Qualitative and quantitative data on staff and students is gathered disaggregated by gender and other meaningful variables.

1) Work-family balance

a) Staff at all levels are informed about work-family balance rights and provisions

- Relevant regulations at the state and country levels are referred to in all employment contracts.
- Information about the provided services related to work-family balance is published on the WWU intranet portal (<https://www.uni-muenster.de/de/en/mywwu/>).
 - In particular, information about flexible working hours, telework, and family support.
- Service Office for Supporting Families at WWU (German: *Servicebüro Familie*, <https://www.uni-muenster.de/Service-Familie>) informs and supports staff members with children or dependants.
 - Portal *Familienleben* (<https://www.uni-muenster.de/familien/>) contains information about existing opportunities at WWU for staff members and students with children.
 - A set of informational brochures was prepared and disseminated; online versions are available at <https://www.uni-muenster.de/Service-Familie/material/broschueren.html>.
 - All materials are summarised at <https://www.uni-muenster.de/Service-Familie/material/links.html>.
- Regular workshops and informational events about reconciliation of academic career and family are organised for academic staff members by WWU Equal Opportunities Office in collaboration with WWU Graduate Centre, Service Office for Supporting Families at WWU etc. (e.g., <https://www.uni-muenster.de/Gleichstellung/aktuelles/archiv/2016/forschung-trifft-familie.html>; https://www.uni-muenster.de/imperia/md/content/gleichstellung/einladung_chancengleichheit_2014.pdf).
 - External experts are often invited to the workshops (e.g., <http://susanne-bourgeois.de/vereinbarkeit-von-wissenschaft-beruf-und-familie-unter-gender-aspekten/>).

b) Staff are offered and can take advantage of organisational opportunities and options to meet work-family balance needs

- Work-family balance is recognised as an important aspect and considered in WWU strategic documents.
- Family-friendly Working Time Models are applied (<https://www.uni-muenster.de/familien/en/beschaefigte/zeitmodelle.html>).
- Service Office for Supporting Families at WWU consults staff members about all aspects related to work-family balance and support of families, including consulting on career planning, returning to work after a long leave etc.
- Opportunity for staff members who are on a long leave to stay updated about their working field and the organisation life.

- The “Dual Career Service” for partners of WWU staff members moving from a different city or country helps them in getting settled in Muenster and identifying their career prospects (<https://www.uni-muenster.de/karriere/en/career.html>).

c) Facilities and services to support work-family balance are provided to all staff

- Offers and services for staff members with dependants:
 - Offer “University Nursing Bag” (German: “*Universitärer Pflegekoffer*”, <https://glonda.uni-muenster.de/universitaerer-pflegekoffer>) - a set of informational materials collected by Service Office for Supporting Families at WWU.
 - Offer “Networking Meetings for Caregivers” (German: “*Vernetzungstreffen für Pflegende*”, <https://glonda.uni-muenster.de/vernetzungstreffen-fur-pflegende>) - networking meetings, where staff members with dependants can exchange experience, support each other, and learn about care-related topics from invited experts in the field.
- Offers and services for staff members with children (<https://www.uni-muenster.de/Gleichstellung/kinderbetreuung.html>):
 - Negotiation to establish a university kindergarten (in progress).
 - Regular places for children of staff members are reserved at several kindergartens.
 - Emergency places for children of staff members are reserved at the “Adventure Kids Backup” kindergarten (<https://www.familienservice.de/web/adventure-kids-muenster>). This offer can be applied for in case of last-minute absence of a regular childcare.
 - Provision of childcare to participants at WWU events (German: “*Veranstaltungsbegleitende Kinderbetreuung*”, <https://www.uni-muenster.de/Gleichstellung/veranstaltungsbegleitende-kinderbetreuung.html>).
 - Financial support to cover childcare costs to enable business trips of WWU staff members.
 - Financial support to academic staff members who need to take parental leave, but have temporal third party funded project positions, which cannot be prolonged for the period of parental leave.
- Offers and services for all parents:
 - Rooms for parents and children (<https://www.uni-muenster.de/familien/en/beschaefigte-raeumefuerelternundkinder.html>) - nursing and nappy-changing rooms, as well as parent-child rooms, at various WWU buildings.
 - Emergency places for children of staff members or students are reserved at the “Zwergenstübchen” kindergarten (<https://www.stw-muenster.de/en/children/zwergenstuebchen/>). This offer can be applied for in case of last-minute absence of a regular childcare.

2) Vertical gender segregation

- WWU has adopted the guidelines of the German Research Foundation (German: *Deutsche Forschungsgemeinschaft, DFG*), where e.g. transparency is highlighted as one of the principles. Furthermore, the DFG ‘cascade model’ for the target % of women at each qualification level is adopted.
- Annual event (since 2012) aimed at motivating female students to consider doing PhD and choosing an academic career “*More Women into Science – Is a Doctoral Degree the Way to Go?*” (German: “*Mehr Frauen in die Wissenschafts-Promovieren geht über studieren*”, <https://glonda.uni-muenster.de/promotions-informationsveranstaltung-fur-studentinnen>; https://www.uni-muenster.de/Gleichstellung/en/stud_angebote.html).
 - The event informs female students about PhD programmes, academic career prospects, financing options, offers and services supporting work-family balance, as well as provides support in finding a mentor.
- WWU Graduate Centre (<https://www.uni-muenster.de/GraduateCentre/en/Beratung/index.html>) offers individual advisory services on career development, clarifying perspectives, decision-making, and conflict management for potential PhD candidates, PhD candidates, and postdoctoral researchers (https://www.uni-muenster.de/Gleichstellung/en/stud_angebote.html).
- Recruitment and career advancement criteria are defined in the university legal document published on WWU intranet portal (German: “*Ordnung über das Verfahren zur Berufung von Professorinnen/Professoren und Juniorprofessorinnen/Juniorprofessoren der Westfälischen Wilhelms-Universität*”).
- Existing state and country level regulations related to gender equality in recruitment, among others, include the following aspects:
 - Tenured positions must be opened for public and advertised in different kinds of media.
 - All job vacancies must contain the following sentence: “In case of equal qualification a female candidate has a priority”.
 - Gender balance is required in the composition of selection committees and all decision-making bodies.
 - Parental leave must not influence the evaluation of candidates.
- In 2019 WWU Equal Opportunities Office developed a checklist for the implementation of fair and transparent appointment procedures (German: “*Checkliste zur Umsetzung eines geschlechtergerechten und transparenten Berufungsverfahrens*”).
 - The document is currently being discussed internally by WWU deans and various committees and is not publicly available yet; information about the document was included in the 2019 report for the German Research Foundation prepared by WWU Equal Opportunities Office (https://www.uni-muenster.de/imperia/md/content/gleichstellung/dokumentezurgleichstellung/dfg-bericht2019_rekrutierung_wissenschaftlerinnen_final.pdf)

- All newly appointed (junior) professors are invited to participate in the programme “Erfolgreich managen für Erst- und Neuberufene” (<https://uvweb.uni-muenster.de/basys/webbasys/index.php?kathaupt=1&katid=23>), where, among the other interventions, seminars are offered, where the importance of gender equality is discussed and training is provided on how to treat employees to reduce the resignation rate.
- WWU Equal Opportunities Office offers funding to support work-family balance and career progression of female researchers (<https://www.uni-muenster.de/Gleichstellung/en/Foerderung.html>):
 - “Prize for the Advancement of Women” (<https://www.uni-muenster.de/Rektorat/Preise/en/gleichstellungspreis.html>): 20000 Euro is awarded to an internal innovative project aimed at promoting gender equality.
 - Funding of individual projects.
 - Funding of conference participation.
 - Offers and services for staff members with children (see above) etc.
- Programmes aimed at advancement of female staff members (<https://www.uni-muenster.de/Gleichstellung/en/wiss.html>):
 - Coaching workshops for female professors.
 - Annual meetings of female professors.
 - Mentoring programme “First Class!” (German: “Erstklassig!”) for female academic staff members.
 - Scholarship programme “Women in University Management” (German: “Frauen managen Hochschule”) for female non-academic staff members etc.
- A series of trainings and seminars for female non-academic staff members aimed at active and individual enhancement of social and professional competences of participants (German: “M*it Perspekti*V*e”, earlier “Volltreffer”, <https://uvweb.uni-muenster.de/basys/webbasys/index.php?kathaupt=1&katid=4>; <https://glonda.uni-muenster.de/mit-perspektive-die-weiterbildungsreihe-des-bueros-fuer-gleichstellung-fuer-die-gruppe-mtv>).
- Annual networking event for female non-academic staff members (German: “Frauenvollversammlung”, <https://www.uni-muenster.de/Gleichstellung/aktuelles/archiv/2019/2-frauenvollversammlung-mtv.html>), where they can learn about gender equality work and opportunities at WWU, exchange experience, ask questions, and attend to workshops.
- “Women-in-Science Network Conference” is an international conference established at WWU in 2018; first conference took place November 26th-27th, 2018 (<http://sfb1348.uni-muenster.de/seminars/women-science-network-conference-2018>; <https://wis-2018.wwucampus.de/>).
 - The conference has the following objectives: “to present and discuss top-level scientific contributions and to increase visibility, encourage leadership, and provide a strong community for women in science”.

3) Gender Equality Machinery

- Since 1990 WWU Equal Opportunities Office (German: *Gleichstellungsbüro*, <https://www.uni-muenster.de/Gleichstellung>).
- Since 1997 WWU Equal Opportunity Framework document (German: *WWU Gleichstellungsrahmenplan*, <https://www.uni-muenster.de/Gleichstellung/Gleichstellungsrahmenplan.html>), which is reworked and updated once in four years. The document defines the principles for equal opportunities and gender equality at WWU.
- Since 2000 Gender Equality Plan for each faculty at WWU (German: *Gleichstellungsplan*, https://www.uni-muenster.de/Gleichstellung/Frauenfoerderplaene_Fachbereiche.html), which is reworked and updated once in four years.
- Equal Opportunities Commissions at the university and faculty levels.
- WWU Database of Gender Equality Interventions (German: “*Gleichstellungs-ONLINE-Datenbank der WWU Münster*”, GL.ON.DA, <https://glonda.uni-muenster.de/>) was launched in 2018 by WWU Equal Opportunities Office to provide an overview and disseminate the gender equality interventions in study, research, teaching, and career development, which are implemented centrally at WWU and at each of its faculties.
 - ERCIS Managing Director Dr. Armin Stein who is one of WWU Working Group members of the EQUAL-IST project and EQUAL-IST Project Management Board Member overtook the lead in the database development.

4) Gender-disaggregated data and monitoring

- Gender-disaggregated statistics of staff members and students are continuously collected and published by WWU Equal Opportunities Office for each faculty (i.e. not at the department level).

3 Sustainable Activities in the Intervention Area - Institutional Communication

3.1 Sustainable Activities at the Department and Faculty Levels

In the Intervention Area - Institutional Communication the following sustainable Activities could be revealed: 2 at the DIS level, 4 at the SBE level, and 1 Activity is implemented at both DIS and SBE.

Activity Title and Level of Implementation ([DIS] / [SBE])	Activity Details
<p>Conduct follow-up surveys “How did you learn about your study programme?” among current IS students. Implement the required activities revealed from the analysis of the survey results. [DIS]</p>	<p>Goals: (i) understand, how current IS students, and especially female IS students, learned about the IS study programme at WWU; (ii) identify promising communication channels; (iii) reveal, how current communication channels could be improved.</p> <p>Initial survey was conducted in 2018.</p> <p>Addressed higher-lever Objective(s): To increase the share of young women among Bachelor IS students.</p>
<p>Conduct follow-up workshops “Why should one want to study IS at WWU?”. Implement the required activities revealed during the workshops. [DIS]</p>	<p>Goals: (i) to understand the positive aspects of studying IS at WWU and decide how to communicate and promote them to potential students, and especially to potential female students; (ii) to understand the negative aspects of studying IS at WWU and decide how to mitigate or eliminate them in the future.</p> <p>Initial workshop was conducted in 2017 with DIS academic staff members; the feasible required activities revealed during this workshop were implemented.</p> <p>Addressed higher-lever Objective(s): To increase the share of young women among Bachelor IS students.</p>
<p>Apply a gender-sensitive approach when revising existing or establishing new materials (including teaching materials). [DIS] [SBE]</p>	<p>Goals: Each time existing materials are reworked or new materials are established (including teaching materials) ensure that (i) there is a balanced representation of men and women in images, (ii) gender-sensitive language is used in texts, and (iii) no gender stereotypes are transmitted in images or texts.</p> <p>Revision needs to be done in collaboration with SBE Equal Opportunities Officer and WWU Equal Opportunities Office.</p> <p>At DIS within the EQUAL-IST project the following marketing materials were revised applying a gender-sensitive approach: brochures (Bachelor, Master) and flyer (Bachelor); planned to be revised by the end of April 2019: introductory slides (Bachelor, Master).</p> <p>Addressed higher-lever Objective(s):</p> <ul style="list-style-type: none"> - To increase the share of young women among Bachelor IS students. [DIS] - Gender-sensitive communication. [SBE]
<p>Provide informational and advisory support to staff members. Provide informational and advisory support to staff members with children. Provide informational and advisory support to victims of sexual and gender-based violence. [SBE]</p>	<p>Contact people need to be assigned at SBE who are responsible for informational and advisory support of SBE staff members (academic and non-academic) concerning the issues related to (i) gender equality, diversity, and work-family balance; (ii) career development.</p> <p>Furthermore, for staff members with children the offers and services provided at the university level need to be communicated.</p> <p>Addressed higher-lever Objective(s):</p> <ul style="list-style-type: none"> - Promotion of equal opportunities in personnel recruitment, retention, and advancement. - Prevention of sexual and gender-based violence.
<p>Raise awareness among students and staff members of existing interventions promoting women. [SBE]</p>	<p>Dissemination of existing (at WWU and beyond) relevant interventions aimed at promoting women and advancing women in their academic careers, as well as encouragement of female SBE students and staff members to participate in them.</p> <p>The content of these interventions and the reasons behind them need to be clarified continuously.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>

<p>Update and extend the “Equal opportunities” and “Studying in Special Situations” pages of the SBE website. [SBE]</p>	<p>It is suggested in WWU Equal Opportunity Framework document that each faculty incorporates into its website information related to gender equality aspects. Relevant pages of the SBE website, which could be updated and extended, include the “Equal opportunities” and “Studying in Special Situations” pages.</p> <p>The following information could be provided:</p> <ul style="list-style-type: none"> • Role, responsibilities, and contact details of (i) SBE Equal Opportunities Officer and (ii) SBE Equal Opportunities Commission. • Adapted version of the SBE Sustainability Plan, which is succinct and user-friendly; additionally, the opportunity to download full version as PDF needs to be provided. • Details of the contact people for the following target groups: <ul style="list-style-type: none"> ○ Potential and current students, as well as staff members, who require informational and advisory support concerning the issues related to (i) gender equality, diversity, and work-family balance; (ii) career development. ○ Pregnant students and staff members, as well as students and staff members with children. ○ Victims of sexual and gender-based violence. • Information about the activities promoting gender equality implemented at SBE and the reasons behind them. • Links to the activities promoting gender equality implemented at the university level and the reasons behind them; in particular, information about scholarships and funding programmes for female students and staff members. <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Disseminate information about implemented activities. [SBE]</p>	<p>Dissemination of information about activities promoting gender equality, diversity, and work-family balance, which are implemented at SBE. Additionally, the SBE Sustainability Plan needs to be widely disseminated.</p> <p>Potential <i>internal</i> dissemination channels:</p> <ul style="list-style-type: none"> • SBE website. • Meetings of SBE Faculty Council (German: <i>Fachbereichsrat</i>). • Email(s) to SBE staff members • GL.ON.DA WWU Database of Gender Equality Interventions. <p>Potential <i>external</i> dissemination channels:</p> <ul style="list-style-type: none"> • Proposals for the SBE national (AQAS) and international (AACSB) re-accreditations. <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>

Table 2. Sustainable Activities in the Intervention Area - Institutional Communication.

3.2 Sustainable Activities at the University Level

Activities related to the following aspects belong to this Intervention Area:

1. Gender-sensitive communication:

All institutional communication is gender-sensitive and non-discriminatory.

1) Gender-sensitive communication

Gender-sensitive communication is one of the target fields of WWU Equal Opportunity Framework document, which underlines that gender-sensitive and non-discriminatory oral and written communication has to be ensured in internal and external communication, as well we in teaching (https://www.uni-muenster.de/Gleichstellung/Gleichstellungsrahmenplan.html#Gendergerechte_Kommunikation_in_Wort

und Bild). For written communication it means that each time existing documents are reworked or new documents are established (including teaching materials), the following principles need to be followed:

- Gender-sensitive language is used in texts, following the “Recommendations for gender-sensitive written language” (German: “*Empfehlungen für eine geschlechtergerechte Schriftsprache*”) - one of the Appendices to WWU Equal Opportunity Framework document.
- There is a balanced representation of men and women in images.
- No gender stereotypes are transmitted in images or texts.

4 Sustainable Activities in the Intervention Area - Teaching and Services for (Potential) Students

4.1 Sustainable Activities at the Department and Faculty Levels

In the Intervention Area - Teaching and Services for (Potential) Students the following sustainable Activities could be revealed: 5 at the DIS level and 6 at the SBE level.

Activity Title and Level of Implementation ([DIS], [SBE], or [WWU])	Activity Details
Conduct the event initiated within the “Girls’ Day” information days. [DIS]	Goal: to promote the IS study programme, focusing on potential female students. Main idea: IS students and DIS academic staff members show to participating girls various facets of the IS field. The event was initiated in 2018, conducted within “Girls’ Day 2018”, and repeated within “Girls’ Day 2019”. Short evaluation surveys were conducted at the end of the events; it is planned to complete the analysis of survey responses by the end of April 2019. Addressed higher-lever Objective(s): To increase the share of young women among Bachelor IS students.
Establish collaboration with surrounding schools. Conduct regular school visits and/or webinars with pupils. [DIS]	Goal: to promote the IS study programme by engaging pupils (in particular, female pupils) with IS-related topics. Addressed higher-lever Objective(s): To increase the share of young women among Bachelor IS students.
Assign students to groups for group work activities within (Master) IS lectures in a random way. [DIS]	Goal: to enhance diversity among the team members. DIS professors need to communicate this information to the responsible lecturers at their Chairs (was agreed during the Strategy Meeting of DIS professors, German: <i>Institutsstrategiesitzung</i> , on 19.12.18). Addressed higher-lever Objective(s): To enhance inclusion of international IS students.

<p>Conduct the session “How to study successfully in Muenster” for (international) Master IS students. [DIS]</p>	<p>Goal: to provide first semester Master IS students, and especially international students, practical information and recommendations related to studying IS at WWU.</p> <p>The session was conducted within four Master Orientation Days in 2017-2019 and is planned to be repeated within the Master Orientation Day in Winter Semester 2019/2020.</p> <p>Addressed higher-lever Objective(s): To enhance inclusion of international IS students.</p>
<p>Implement the mentoring activities for international IS students initiated by the IS student council. Engage international IS students to become members of the IS student council. [DIS]</p>	<p>A working group for supporting international IS students was established within the IS student council and several mentoring activities were initiated.</p> <p>Addressed higher-lever Objective(s): To enhance inclusion of international IS students.</p>
<p>Analyse the SBE-specific results of the WWU-wide survey “Studying with Children” and implement the required activities revealed from the analysis of the survey results. [SBE]</p>	<p>Goal: to identify and analyse the requirements of the SBE students with children or who are about to become parents.</p> <p>Initial survey was conducted among all WWU students at the beginning of 2019 by WWU Equal Opportunities Office and supported by EQUAL-IST project leader at WWU.</p> <p>Addressed higher-lever Objective(s): Promotion of equal opportunities for (potential) students.</p>
<p>Conduct the event initiated within the “Hochschultag” information days. [SBE]</p>	<p>Goal: to promote the Business Administration, Economics, and IS study programmes at SBE as an inclusive place welcoming all students.</p> <p>Main idea: Male and female students studying Business Administration, Economics, and IS (6 students in total, one male and one female student representing each study programme) share experience about studying in Muenster in an informal way and reply to questions from potential students.</p> <p>The event was initiated in 2017, conducted within “Hochschultag 2017”, and repeated within “Hochschultag 2018”.</p> <p>Short evaluation surveys were conducted at the end of the events; it is planned to complete the analysis of survey responses by the end of April 2019.</p> <p>Addressed higher-lever Objective(s): Promotion of equal opportunities for (potential) students.</p>
<p>Enhance collaboration with surrounding schools and presence at career fairs. [SBE]</p>	<p>Contact people are assigned at SBE who are responsible for collaboration with surrounding schools and presence at career fairs.</p> <p>Addressed higher-lever Objective(s): Promotion of equal opportunities for (potential) students.</p>

<p>Provide informational and advisory support to potential and current students. Provide informational and advisory support to students with children. [SBE]</p>	<p>Contact people are assigned at SBE who are responsible for informational and advisory support of SBE students concerning the issues related to (i) gender equality, diversity, and work-family balance; (ii) career development.</p> <p>Since 01.01.2018 the updated version of the Maternity Protection Act (German: <i>“Mutterschutzgesetz”</i>) regulates the duties of the universities in Germany towards students with children. Implementation of this law at SBE included the following activities:</p> <ul style="list-style-type: none"> • Appointment of a contact person at SBE for pregnant students and students with children. This contact person acts as a connection point between SBE and the newly established Coordinating Unit “Maternity Protection Act” at WWU. • Extension of the examination regulations for all study programmes at SBE with information about the rights of pregnant students and students with children to prolong the processing time of their Bachelor and Master theses. <p>Addressed higher-lever Objective(s): Promotion of equal opportunities for (potential) students.</p>
<p>Raise awareness of topics related to gender equality among students within an obligatory lecture. [SBE]</p>	<p>Incorporate into one of the lectures, which all SBE students have to attend, any or all of following topics related to gender equality:</p> <ul style="list-style-type: none"> • the value of diversity in teams, management of diverse teams; <ul style="list-style-type: none"> ◦ e.g., a guest speaker can be invited from some leading company, where interventions supporting diversity and gender equality are implemented (e.g., McKinsey, Accenture). • the importance of promotion of gender equality; • the value of gender-sensitive language; • the content of existing (at WWU and beyond) interventions promoting women and the reasons behind them. <p>All communicated content needs to be carefully grounded on extant research and respective references need to be provided.</p> <p>Proposal: Develop and incorporate into the curriculum the lecture on the “History of Information Systems”.</p> <p>Development of the lecture on the “History of Information Systems” within the course “Introduction to Information Systems” (German: <i>“Einführung in die Wirtschaftsinformatik”</i>).</p> <p>In this lecture, current gender imbalance in the IT profession should be highlighted as a challenge that needs to be addressed; women who influenced and shaped the IT field need to be introduced.</p> <p>Addressed higher-lever Objective(s): Raising awareness of the importance of promotion of gender equality.</p>
<p>Include in course evaluation forms questions related to gender equality and diversity. [SBE]</p>	<p>Course evaluation forms could be extended with the following questions:</p> <ul style="list-style-type: none"> • Did the lecturer include the under-represented groups of students? • Did the lecturer use gender-sensitive communication? <p>Addressed higher-lever Objective(s): Gender-sensitive communication.</p>

Table 3. Sustainable Activities in the Intervention Area - Teaching and Services for (Potential) Students.

4.2 Sustainable Activities at the University Level

Activities related to the following aspects belong to this Intervention Area:

1. Integration of gender issues into teaching:

Teaching staff and students are aware of the relevance of gender issues in all phases of research, goods production, and study curricula.

2. Contrasting gender segregation in study choices:

Gender segregation in ICT is considered a challenge that could be counteracted with specific actions.

3. Other sustainable activities implemented at the university level in the Intervention Area - Teaching and Services for (Potential) Students.

1) Integration of gender issues into teaching

- “Guidelines for Gender-Sensitive Teaching at the University” (German: “*Leitfaden zur geschlechtersensiblen Hochschullehre*”, https://www.uni-muenster.de/imperia/md/content/fngender/hochschullehre_geschlechtersensibel_gestalten_final.pdf) were developed and disseminated by WWU research network “Gender” (German: “*Forschungsnetzwerk Gender am Mittelbau der WWU*”, <https://www.uni-muenster.de/fngender/>).
 - The guidelines suggest activities to ensure gender-sensitive and inclusive planning, organisation, execution, and evaluation of lectures and seminars.
 - The guidelines were published on the university website (<https://www.uni-muenster.de/fngender/werwirsind/ag.html>).
- “Gender-Sensitive Teaching” (German: “*Gendersensible Lehre*”) was the focus topic of one of the semi-annual meetings of the Network of Student Equal Opportunity Representatives in Winter Semester 2018/2019 (German: “*Netzwerk studentische Gleichstellungsakteur*innen*”, <https://glonda.uni-muenster.de/netzwerk-studentische-gleichstellungsakteurinnen>).
- “Diversity in study and teaching” (German: “*Diversity in Studium und Lehre*”) was the focus topic of the annual “Day of Teaching” at WWU in 2018 (German: “*Tag der Lehre*”, <https://www.uni-muenster.de/tagderlehre/>). The event included several workshops and was targeted at WWU students, teachers, and everyone interested in the topic.

2) Contrasting gender segregation in study choices

- Since 2001 several STEM (Science, Technology, Engineering, and Mathematics) departments at WWU participate in Germany-wide annual information days for female secondary-school students (“Girls’ Day”, <https://www.girls-day.de/>).
- The MExLab organisation at WWU (MExLab ExperiMINTe, <https://www.uni-muenster.de/MExLab/mexlabexperiminte/index.html>) implements various interventions for primary- and secondary-school students aimed at encouraging them to select one of the STEM study programmes.
 - Several interventions conducted by MExLab are specifically targeted at female secondary-school students, including, for instance, the following projects:

- “Light up your life” (<https://www.uni-muenster.de/MExLab/projekte/abgeschlosseneprojekte/lightupyourlife.html>)
 - “Nano4YourLife” (<https://www.uni-muenster.de/MExLab/projekte/abgeschlosseneprojekte/nano4yourlife/index.html>)
 - “GirlsGo4Green” (<https://www.uni-muenster.de/MExLab/projekte/abgeschlosseneprojekte/girlsgo4green.html>)
 - “Frau der Ringe” (<https://www.uni-muenster.de/MExLab/projekte/abgeschlosseneprojekte/frauderringe.html>).
- An interactive online platform aimed at encouraging female secondary-school students to consider a future profession in the IT field is currently being developed at DIS in collaboration with MExLab within the “Digital Me” project (2017-2019) funded by German Federal Ministry of Education and Research (<https://www.digital-me.info>).
 - The “Q.UNI” summer programme for children and adolescents is focused on engaging them into science and research and includes workshops, seminars, birthdays events etc. (<https://www.uni-muenster.de/quni/quni/index.html>, <https://www.uni-muenster.de/quni/qunicamp>).
 - Since 2007 a series of interventions aimed at engaging female secondary-school students to choose IT as a university major (including school visits and various workshops) are organised within the “IT for Women” project (German: “Informatik für Frauen”) (<http://ddi.uni-muenster.de/iff>; <https://glonda.uni-muenster.de/projekt-informatik-fur-frauen>).

3) Other sustainable activities implemented at the university level in the Intervention Area - Teaching and Services for (Potential) Students

- Offers and services for students with children (https://www.uni-muenster.de/Gleichstellung/en/stud_kind_angebote.html):
 - Coordinating Unit “Maternity Protection Act” at WWU (https://www.uni-muenster.de/imperia/md/content/service_familie/familienportal/2018_07_11_info_mutterschutz_koordinierungsstelle.pdf) - consulting service and support for pregnant students and students with children, as well as for contact people for such students at the WWU faculties.
 - Offer “Advice for pregnant students – What now?” - consulting service for pregnant students about such aspects as childcare, financing, reconciliation of parental and academic obligations etc.
 - Offer “The Baby Club for Student Parents” - networking meetings organised by “Haus der Familie Münster” (<https://www.haus-der-familie-muenster.de/>). During the meetings students with children can exchange experience, support each other, and learn about childcare, nutrition, promotion of cognitive and physical development of children etc. Children can join these meetings too and activities for them are organised.
 - Offer “Studi-Kidz Café” (https://www.uni-muenster.de/Gleichstellung/studi_kidz.html) - networking meetings organised by WWU Deputy Equal Opportunity Officer for Student

Affairs in collaboration with further stakeholders. During the meetings students with children can exchange experience and support each other. Children can join these meetings too and activities for them are organised.

- Offer “The Surrogate Grandparents project - “Time for you, time for me”” (German: “*Das Wunschgroßelternprojekt – „Zeit für Dich, Zeit für mich“*” <https://www.uni-muenster.de/Gleichstellung/en/wunschgrosseltern.html>) - connecting families and potential “grandparents” - senior citizens living in Muenster and willing to occasionally take care of children.
- Offer “Madame Courage” (<https://www.uni-muenster.de/Gleichstellung/courage.html>) - financial support for students who are single parents.
- Brochure “Between Lectures and Child Care” (German: “*Zwischen Vorlesung und Kinderbetreuung*”, <https://www.uni-muenster.de/Gleichstellung/broschueren.html>) - informational material for pregnant students and students with children.
- Offer “Children’s meal card” (German: “*Kindertellerausweis*”, <https://www.stw-muenster.de/en/social-counseling/unterstuetzung/kindertellerausweis/>) - students who visit with their children any of the university student canteens or bistros and purchase hot meals there receive free of charge meals for the children.
- WWU-wide survey “Studying with Children” was designed and implemented in 2018-2019 by WWU Equal Opportunities Office.
 - The survey goal was to identify and analyse the requirements of students with children or students who are about to become parents.
 - EQUAL-IST project leader at WWU supported the survey design and overtook the lead in the survey translation to English.
- Since 2018 the Network of Student Equal Opportunity Representatives has been initiated by WWU Deputy Equal Opportunity Officer for Student Affairs (German: “*Netzwerk studentische Gleichstellungsakteur*innen*”, <https://glonda.uni-muenster.de/netzwerk-studentische-gleichstellungsakteurinnen>; https://www.uni-muenster.de/Gleichstellung/en/stud_angebote.html).
 - Two meetings of the network have taken place up to now and it is intended to continue organising semi-annual meetings of the network in the future.
 - The goal of the network is to provide a platform for discussing and learning about the equality work at WWU, to connect student equal opportunity representatives and encourage them to tell about their work and exchange experience, as well as to identify aspects and challenges related to gender equality, which are relevant for WWU students.
- WWU-affiliated association “Frauenforschungsstelle Münster” (<http://www.muenster.org/schwarze-witwe/index.htm>) offers individual advisory services (German: “*Handeln für mich*”, <http://www.muenster.org/schwarze-witwe/studentinnen.htm>) to female students who face difficulties or crisis situations in their studies. The goal is to counteract dropouts of female students and support them in continuing their studies.

5 Sustainable Activities in the Intervention Area - Research Content and Delivery

5.1 Sustainable Activities at the Department and Faculty Levels

No Activities at the DIS / SBE levels could be revealed in the Intervention Area - Research Content and Delivery.

5.2 Sustainable Activities at the University Level

Activities related to the following aspects belong to this Intervention Area:

1. Promotion of women leading research projects:

Gender diversity in leading research projects is fostered to favour the adoption of different points of view and therefore favour better decision-making.

2. Gender dimension is included into research contents and methods:

A gender-sensitive approach in all research phases is promoted as a prerequisite for excellent research results.

1) Promotion of women leading research projects

- See the “Vertical gender segregation” section for information about offers and programmes to support overall career progression of female researchers (which might include leadership of research projects).
- WWU “Women in Research” (WiRe) fellowship programme (<https://www.uni-muenster.de/forschung/en/wissenschaftler/wire/index.html>) offers scholarships to international female researchers for research stays at WWU.
 - In order to obtain the scholarship, applicants need to submit an idea for a research project, which they would like to lead during their research stays at WWU in collaboration with WWU professors and academic staff members.
 - Applications from female researchers working in the STEM fields have a priority.

2) Gender dimension is included into research contents and methods

- In 2015 WWU research network “Gender” was established (German: “Forschungsnetzwerk Gender am Mittelbau der WWU”, <https://www.uni-muenster.de/fngender/>).
 - The network connects WWU staff members from various disciplines who are interested in any aspect of gender research.
 - Network activities include regular meetings of its members, organisation of workshops and conferences, development of such materials as “Guidelines for Gender-Sensitive Teaching at the University” etc.

6 Sustainable Activities in the Intervention Area - Other

6.1 Sustainable Activities at the Department and Faculty Levels

In the Intervention Area - Other the following sustainable Activities could be revealed: 1 Activity, which is intended to be implemented at both DIS and SBE.

Activity Title and Level of Implementation ([DIS] / [SBE])	Activity Details
Implement monitoring activities. [DIS] [SBE]	Progress and success of implementation of each Activity included in the DIS Sustainability Plan and the SBE Sustainability Plan need to be evaluated regularly. Addressed higher-level Objective(s): Monitoring of the implementation course and outcomes. [SBE]

Table 4. Sustainable Activities in the Intervention Area - Other.

6.2 Sustainable Activities at the University Level

- Since 2011 success of gender equality work at WWU has been continuously recognised with the “TOTAL E-QUALITY” award (<https://www.total-e-quality.de/en/>; <https://glonda.uni-muenster.de/total-e-quality-pradikat>). “The award certifies that the recipient has shown a successful and sustained commitment to equal opportunities for women and men [...]” (<https://www.total-e-quality.de/en/association/>).
- Further information about sustainable Activities aimed at enhancing gender equality, diversity, and work-family balance, which are implemented at the university level is available on the website of WWU Equal Opportunities Office (<https://www.uni-muenster.de/Gleichstellung/aktuelles/archiv/index.html>; <https://www.uni-muenster.de/Gleichstellung/en>).
- WWU Equal Opportunities Office prepares and disseminates information about gender equality work at WWU, including annual reports (<https://glonda.uni-muenster.de/jahresberichte-zur-gleichstellungsarbeit>), semi-annual newsletters (<https://www.uni-muenster.de/Gleichstellung/newsletter.html>), and specialised reports (e.g., reports for the German Research Foundation, https://www.uni-muenster.de/imperia/md/content/gleichstellung/dokumentezurgleichstellung/dfg-bericht2019_rekrutierung_wissenschaftlerinnen_final.pdf).
- WWU Equal Opportunities Office organises semi-annual networking meetings of WWU Decentralized Equal Opportunity Officers, as well as regularly offers coaching and training activities for them (<https://glonda.uni-muenster.de/vernetzung-und-fortbildung-der-dezentralen-gleichstellungsbeauftragten>).
- WWU participates in the initiative “We break the silence!” within the [International Day for the Elimination of Violence against Women](#) (German: “Internationaler Tag gegen Gewalt an Frauen”) held annually on November 25th (<https://glonda.uni-muenster.de/aktionen-zum-internationalen-tag-gegen-gewalt-frauen>).

- The “Muslima Empowerment” programme offers a series of events aimed at networking Muslim women and raising awareness about the issues they face (<https://glonda.uni-muenster.de/muslima-empowerment-selbstbemaechtigung-muslimischer-frauen>).

Links to Detailed Descriptions and Further Materials

Activities to be included into the DIS Sustainability Plan (slides presented to DIS professors and DIS study coordinator): <https://uni-muenster.sciebo.de/s/rQlthThBC5Ath8K>

Activities to be included into the SBE Sustainability Plan (current draft of the document): <https://goo.gl/Qcmtz4>

WWU Database of Gender Equality Interventions (German: “Gleichstellungs-ONLINE-Datenbank der WWU Münster”, GL.ON.DA): <https://glonda.uni-muenster.de/>