

Universität Stuttgart

**First self-report
of the University of Stuttgart
submitted as part of the
diversity audit “Shaping Diversity”**

of the Stifterverband für die Deutsche Wissenschaft e. V.

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**Vice Rectorate for Diversity and Internationalization,
Prof. Dr. Silke Wieprecht**

Contact:

Barbara Scheubert, M.A.

Consultant for Diversity Management

University of Stuttgart

Gender Equality Office

Azenbergstraße 12, 70174 Stuttgart

Phone: 0711/685-81146

Email: diversity@uni-stuttgart.de

Translated by Johanna Bernatzky,
Language Center of the University of Stuttgart

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1 Initial situation (current status)

1.1 General information about the University of Stuttgart

The University of Stuttgart, founded in 1829, is a leading, technologically oriented university with a global presence. As a German medium-sized university with almost 23,000 students and around 5,500 employees from 122 countries, it is an important employer in the state capital of Baden-Württemberg. It is also a member of the TU9 German Universities of Technology e. V., an alliance of leading Universities of Technology in Germany.

The University of Stuttgart is spread over two campus locations and comprises 10 faculties (eight faculties in the areas of Natural Sciences and Engineering, one faculty of Philosophy and History and one faculty of Economics and Social Sciences; each faculty has several affiliated institutes) and nearly 150 institutes. It offers 159 courses of study (61 Bachelor's courses, including 14 leading to a teaching qualification; 98 Master's degree programs, including 31 leading to a teaching qualification, as well as six study-while-working and 13 international/English-language Master of Science programs) in the fields of engineering, natural sciences, humanities, economics and social sciences.

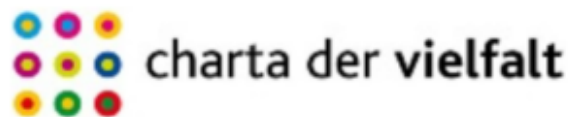
Crossing boundaries between disciplines and institutions through research and, more generally, networking and cooperation is the guiding principle of the University of Stuttgart. The so-called "Stuttgart Way", which embodies inter- and transdisciplinarity on the basis of cutting-edge disciplinary research, defines the university's profile and has become one of its trademarks.

The members of the University of Stuttgart are also globally connected through numerous international study programs (including Erasmus exchange programs and double Master's programs in Europe and overseas) as well as cooperations (with around 320 partner universities) at 427 locations across six continents. The University of Stuttgart aims to shape personalities who are not only outstanding experts in their chosen domains but who also think globally and interactively and act responsibly for the sake of science, business and society. The University of Stuttgart's vision "Intelligent systems for a sustainable society" further reinforces this goal.

When it comes to third-party funding acquired (per professor), the University of Stuttgart occupies a leading position among German universities. This strong performance in research and third-party funding is clearly reflected in national and international rankings. With the Clusters of Excellence *Data-Integrated Simulation Science* (SimTech) and *Integrative Computational Design and Construction for Architecture* (IntCDC) (each running from 2019 to 2025), the University of Stuttgart is home to two beacons of international cutting-edge research.

Numerous certificates and awards demonstrate the commitment of the University of Stuttgart to its social responsibility and certify its quality in teaching, as an

international research institution and as an employer. In 2012, the University of Stuttgart was the first university in the state of Baden-Württemberg and the first university in the network of the nine technical universities in Germany (TU9) to receive the **certificate of system accreditation**. The accreditation was renewed in 2019. This makes the University of Stuttgart the second reaccredited university in Germany. The current accreditation is valid until 2027. In 2012, the University of Stuttgart was also certified for the first time as a **“family-friendly university”**. After three successful re-auditing procedures, the university is now permanently entitled to carry the certificate logo. In 2014, the university signed the **“Family in Higher Education” charter**. In 2016, took part in the **“Internationalization of Universities” audit** by the German Rectors' Conference (HRK). The University of Stuttgart has been awarded the **“Corporate Health Award”** (Special Prize for Healthy Universities, Workplace Health Management) three times (in 2015, 2018, 2020). In 2017, the university became a signatory of the **“Charta der Vielfalt”** (Diversity Charter). The diversity auditing process “Shaping Diversity” of the Stifterverband represents a further step toward becoming an inclusive, opportunity-oriented university.



The University of Stuttgart is committed to recognizing, acknowledging and honoring the diversity of experiences, competencies and lifestyles of students and employees as well as all those involved in collaborations and networks. Anyone who studies or works at this university should be given the opportunity to develop their potential in the best possible way. The University of Stuttgart has been working towards creating the appropriate prerequisites and framework conditions for this for some time. Diversity-oriented services have been gradually developed and expanded since the end of the 1990s. The multi-perspective, cross-sectional approach employed also takes into account the less obvious aspects of diversity. All university departments as well as status groups are considered and included. The University of Stuttgart defines itself as a pluralistic unit made up of a multitude of institutions, people and opinions, a system which profits and learns from diversity. The university logo created in 1985 communicates this self-image to the world.

1.2 Legal basis and framework conditions

The University of Stuttgart is committed to a future-oriented and dynamic approach to diversity. Enabling equal opportunities and inclusion in a broader sense is viewed by the university as a societal duty to be fulfilled for the benefit of all. The basis for this work is given by certain legal requirements. In addition, the University of Stuttgart has made further (voluntary) commitments towards achieving the goals laid out above.

1.2.1 Legal requirements

The University of Stuttgart bases its activities on the following legal requirements which are binding (in Baden-Württemberg). Individual articles and sections with particular relevance are briefly highlighted here:

- **Basic Law for the Federal Republic of Germany**
 - Article 1
 - (1) Human dignity shall be inviolable. To respect and protect it shall be the duty of all state authority.
 - Article 2
 - (1) Every person shall have the right to free development of his personality insofar as he does not violate the rights of others or offend against the constitutional order or the moral law.
 - (2) Every person shall have the right to life and physical integrity. Freedom of the person shall be inviolable. These rights may be interfered with only pursuant to a law.
 - Article 3
 - (1) All persons shall be equal before the law.
 - (2) Men and women shall have equal rights. The state shall promote the actual implementation of equal rights for women and men and take steps to eliminate disadvantages that now exist.
 - (3) No person shall be favoured or disfavoured because of sex, parentage, race, language, homeland and origin, faith or religious or political opinions. No person shall be disfavoured because of disability.
- **General Act on Equal Treatment (AGG):** This act requires the prevention or elimination of “discrimination on the grounds of race or ethnic origin, gender, religion or belief, disability, age or sexual orientation” (AGG, Section 1). It provides the legal groundwork for anti-discrimination efforts at the university and for so-called affirmative measures used to support underrepresented groups in order to enable them to participate in a fair way. However, this act applies only to the university as an employer and therefore only to the employees, not to the students. Protection against discrimination for students

(as well as all other members of the university as a public institution) is codified by the Basic Law, Article 3, Section 3 and the Landeshochschulgesetz (Higher Education Act) of the state of Baden-Württemberg.

The AGG transposed the four equal treatment directives of the Council of the European Union (Race Equality Directive, Employment Equality Framework Directive, Gender Directive, Directive on Promoting Gender Equality in Areas Other Than Employment and Professional Life) adopted between 2000 and 2004 into German law.

- Act on the Higher Education Institutions in Baden-Württemberg (**Landeshochschulgesetz - LHG**), version of 12/17/2020, in force since 12/31/2020
 - Section 2 (3) The higher education institutions take an active part in supporting their students socially; they take the special needs of students with children or family members in need of care into account. They ensure that students with disabilities or chronic illnesses do not suffer any disadvantages in their studies and, as far as possible, are able to avail themselves of the offers of the higher education institution without outside help; to this end, they are to designate a commissioner, whose responsibilities are set out in the higher education institution's constitution. In their respective areas, they nurture the intellectual, artistic and sporting interests of their students.
 - Section 2 (4) The higher education institutions promote equal opportunities for women and men and take the diversity of their members and affiliates into account when fulfilling their tasks; in particular, they ensure that all members and affiliates can participate equally in research, teaching, studying and continuing education in the scope of their tasks, rights and duties within the higher education institution, irrespective of their origin, ethnicity, gender, age, sexual orientation, possible disabilities, their religion or beliefs. Through their public relations activities, the higher education institutions encourage population groups that are underrepresented at their institution to take up studies. They support the integration of international students pursuing a degree in Baden-Württemberg.
 - Section 4 (1) The higher education institutions promote the effective enforcement of equal opportunities for women and men when fulfilling any of their tasks and aim to eliminate existing disadvantages; they actively work towards increasing the proportion of women in all subjects and at all levels where women are underrepresented, and they implement measures to improve the compatibility of family and professional activities in the areas of academia, the arts and medicine. Gender-specific effects must be taken into account in all tasks and decisions.
- "Act on the implementation of equal opportunities for women and men in the public service in Baden-Württemberg" (**Chancengleichheitsgesetz – ChancenG**), of February 23, 2016: This law enacted by the state government of Baden-Württemberg aims to promote the professional advancement of women in the

public service in a targeted manner and to improve the compatibility of family, care and career. It is intended to help ensure that women and men in the public service are given equal opportunities and, in particular, that more women advance into leadership positions. Sections 29 to 31 specifically pertain to measures for improving the compatibility of professional and private life.

- **“General Act to Amend the Law on Entries in the Birth Register”** (BGBl I p. 2635, of December 18, 2018): German civil status law was amended at the end of 2018, allowing intersex and intergender people in Germany the option of choosing “diverse” rather than “male” or “female” as their sex marker in civil status entries at the registry office, the so-called “third option”. Germany is now one of the few countries of the world to legally recognize the existence of more than two genders. This not only has an impact on civil status law, but also has consequences for many other areas, such as the protection against discrimination in working life which is covered by the General Act on Equal Treatment (Allgemeines Gleichbehandlungsgesetz, AGG).
- **Participation and Integration Act of Baden-Württemberg (PartIntG BW)**, of December 1, 2015
 - Section 3 (2) The state considers the diversity of cultures, ethnicities, languages and religions an enrichment and recognizes the potential and the achievements of people with a migration background living in Baden-Württemberg in social, cultural and economic areas. It takes into account the cultural identities of the people living here.
 - Section 3 (5) The nature and scope of the opportunities for participation and the supportive integration measures are dependent the personal needs of people with a migration background and their legal status.
 - Section 5 (6a) (...) to take measures to combat discrimination, racism and other forms of group-focused enmity, in particular by raising public awareness of these issues and promoting the work of networking centers and anti-discrimination networks (...).
 - Section 6 (1) 3 The state aims to achieve increased awareness and enhanced competencies for all employees with the aim of improving the ability to reflect and communicate in a diverse society.
 - Section 6 (2) 2 The state recognizes and evaluates intercultural competence as an important additional qualification of its employees and promotes this through training and further education courses. Intercultural competence is the ability to take the concerns of immigrant people into account in administrative action and to communicate appropriately in intercultural encounters.
 - Section 7 (1) Bodies for which the state has the right to appoint or nominate members shall be constituted to an appropriate proportion of people with a migration background. If the appointment or nomination of members for a body is carried out by a post outside of the immediate state administration,

an appropriate proportion of people with a migration background should be encouraged.

- **United Nations Convention on the Rights of Persons with Disabilities**
 - Article 24, Section 5: States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.
- **State Act on Equal Opportunities for Persons with Disabilities (L-BGG):** This act was amended in 2015 under the guiding principle of inclusion, replacing the formerly used principle of care; this reflects the new understanding of disability under the UN Convention on the Rights of Persons with Disabilities.
- **Book 9 of the Social Code (SGB IX) – Rehabilitation and participation of people with disabilities;** here we only briefly mention how disabilities are defined:
 - Section 2 (1) Persons with disabilities are persons who have physical, psychological, mental or sensory impairments which, in combination with attitudinal and environmental barriers, are likely to prevent their equal participation in society for more than six months. An impairment within the meaning of sentence 1 is present if the physical and health condition of a person deviates from the condition typical for the age. Persons are at risk of disability if an impairment within the meaning of sentence 1 is to be expected.
- **Charter of Fundamental Rights of the European Union (Chapter III, Equality)**
 - Article 21 – Non-discrimination: Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. Within the scope of application of the Treaties, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.
 - Article 23 – Equality between men and women: Equality between men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.
 - Article 26 – Integration of persons with disabilities: The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

- **UN Sustainable Development Goals:** In 2015, Germany committed itself to the 17 goals of the United Nations 2030 Agenda for Sustainable Development (which pertain to economic, environmental and social aspects). The goals with particular relevance for universities are briefly summarized below:
 - Sustainable Development Goal 4 – Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - Sustainable Development Goal 5 – Gender equality: Achieve gender equality and empower all women and girls.
 - Sustainable Development Goal 10 – Reduced inequalities: This goal relates, among other things, to access to education.
- **General Data Protection Regulation (GDPR; Regulation of the European Union) and State Data Protection Act BW (LD SG BW):** The University of Stuttgart takes the protection of personal data very seriously. For this reason, the university always ensures that regulations on the protection of personal data are complied with.

1.2.2 Further (voluntary) commitments

In addition to the legal requirements, the University of Stuttgart has committed itself (partly through memberships or certifications) to diversity-oriented and diversity-sensitive ways of working within the framework of the following specifications and guidelines:

- German Research Foundation (DFG):
 - “Research-oriented standards of equality and diversity” (“Research-oriented standards of equality” until June 2022)
 - “Guidelines for ensuring good academic practice” (Additional information: All members of the University of Stuttgart are obliged to observe the principles of good academic practice established through university statutes. The Senate has set up a permanent commission to investigate suspected scientific misconduct.)
- German Rectors’ Conference (HRK):
 - “A university for all” (focuses on students with health impairments)
 - “Universities for openness, tolerance and against xenophobia” (The University of Stuttgart made a clear commitment towards eliminating racism and violence when it joined this initiative of the HRK in 2015. This commitment also highlights the university’s strong focus on internationalization and the duty of higher-education institutions to provide space for free and enlightened thought against all forms of xenophobia. The 5/2015 issue of the University of Stuttgart’s magazine “forschung leben”, entitled “Wissenschaft International”, showcases various examples illustrating the diverse academic tradition at the University of Stuttgart.)

- Certificate of System Accreditation (since 2012)
- **“audit familiengerechte hochschule”** of the *berufundfamilie Service GmbH* (the University of Stuttgart was certified as a “family-friendly university” in 2012; after several re-audits, it was granted unlimited permission to carry the Europe-wide certificate logo in 2022)
- **Charter “Family in Higher Education”** (member of “Familie in der Hochschule e. V.” since 2014): The aim of this charter is to solidify and further develop the compatibility of study, work and research with familial obligations in higher education.
- HRK audit “Internationalization of Universities” (certificate received in 2016)
- **“Charta der Vielfalt”** – for diversity in work environments (signed in 2017): This charter aims to establish an open-minded work environment that recognizes and promotes diversity.
- **Declaration “Gemeinsam gegen Sexismus und sexuelle Belästigung”** (United against sexism and sexual harassment): This declaration was initiated by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth. The University of Stuttgart signed it in 2021, thereby sending a message against discrimination and for an open and equal society.

The university has developed numerous guiding principles, statutes and guidelines in addition to its university charter. Only those that explicitly address, regulate and direct diversity-oriented activities at the University of Stuttgart are listed below – including the Code of Conduct, the Structural and Development Plan including a Gender Equality Plan and the Diversity Concept, which was published in 2020:

- University Charter of the University of Stuttgart (April 23, 2015)
 - Preamble: “Recognizing its commitment to act in the interest of truth, freedom, equality and peaceful coexistence, as well as its rights and duties in research, teaching, study and further education, the University of Stuttgart binds itself to the following university charter.”
 - Section 16: Gender Equality Officer; Faculty Gender Equality Officer
 - Section 20: Commissioner for Students with Disabilities or Chronic Illnesses
- **Mission Statement** (general): The University of Stuttgart’s mission statement describes the way the university conceives of itself and on what it bases its actions. The mission statement informs all goals the university sets and the actions it undertakes. It places great importance on the topic of diversity. Key statements of the mission statement for the University of Stuttgart include:
 - “It creates space for diversity and equal opportunity as well as fair treatment for all – regardless of status, age, ethnicity and gender.”

- “The University of Stuttgart advocates for open-mindedness, individualism, and community spirit. (...) Thanks to this culture of integration, it is able to create and pass on knowledge for a responsible shaping of our common future.”
- Leadership principles and mission statement (Central Administration)
 - Excerpt: “In order to motivate employees, we want to demonstrate ‘authentic’ interest in their development, but at the same time we want to honor individual preferences when it comes to disclosing professional and private matters. We must therefore adapt our approach carefully to each individual employee.”
- **“Code of Conduct”**: The University of Stuttgart made a voluntary commitment to this code of conduct in the 2021/22 winter semester. The code highlights shared values as well as ways to communicate these. It also outlines rules for respectful behavior, or in other words defines a culture of respectful interaction that enables equal and non-discriminatory cooperation.
- **Structural and Development Plan of the University of Stuttgart (SEPUS, 2021-2025)**: The Gender Equality Plan for full-time staff is a core component of the current (and of every) SEPUS. The plan includes specific targets and timelines. The topic of diversity is given its own chapter in Part B of the SEPUS (Chapter B.2.2, Diversity and Equality) that defines objectives and measures.
- **Diversity concept “Intelligent through diversity”**: This concept, which was adopted and published in 2020, defines seven current focus areas for diversity: gender, life circumstances, age, health, social background, nationality and culture as well as professional orientation. The multi-perspective, cross-sectional approach takes into account all university areas and status groups and outlines the following four fields of action: Research & science, studies & teaching, human resources & development, infrastructure & agility.
- **“Guidelines on the promotion of diversity and equality”** (dated 01/31/2020); replacing the “Guidelines on equality between women and men” (dated 06/13/2007).
- **“Guidelines of the University of Stuttgart on the handling of cases of sexual harassment”** (dated 02/12/2016); “Guidelines on the handling of cases of discrimination as well as sexual harassment and sexualised violence” are currently in development and are intended to replace the guidelines from 02/12/2016. (Please note: The guidelines were adopted on 10/25/2022 and published in November 2022.)
- Expected by the end of 2022: **Inclusion agreement** (including action plan); currently in draft status. (Please note: The declaration on participation “United in diversity” was published on December 3, 2022, the International Day of Persons with Disabilities.)

- The **examination and study regulations** also regulate specific measures of compensation for disadvantages for examinations and assessments, such as the extension of deadlines and writing periods or alternative forms of examination.

All official announcements of the University of Stuttgart as well as state higher education acts, regulations, statutes, guidelines and concepts can be found under the search term “announcements” on the website of the University of Stuttgart.

1.3 Statistical overview

The figures and data listed below reflect the information from the statistical review and student statistics for the 2021/22 winter semester. The employee data was collected on December 1, 2021, the most recent personnel statistics reference date. Any reporting period for individual observations that diverges from this is explicitly indicated.

This report also provides “estimated figures” in some places. These are extrapolated from voluntary, anonymous surveys, which can only provide information on random samples.

1.3.1 Composition of the student body and graduates

In the 2021/22 winter semester, a total of 22,922 students were enrolled at the University of Stuttgart, 11,849 of them in undergraduate courses (Bachelor, teacher qualification leading to state examination) and 8,680 in Master's courses. There were 1,801 enrollments as doctoral students. Another 592 students were in an orientation semester, registered as program or exchange students (only at the University of Stuttgart for a limited amount of time) or were not aiming for an official degree. The average student age was 24 years. The average age at enrollment was 19.4 years.

The following figures provide a brief overview of the student body at the University of Stuttgart:

- 34.1% of all students were female,
 - in undergraduate studies: 36.5%
 - in Master's programs: 32.8%
 - in doctoral studies: 23.1%
- 22.4% were international students (from a total of 122 countries of origin),
 - in undergraduate studies: 12.6%
 - in Master's programs: 30.3%
 - in doctoral studies: 23.8%

- 18.3% were registered as “educated abroad”¹,
 - in Bachelor’s programs: 6.7%
 - in Master's programs: 27.6%
 - in doctoral studies: 22.8%
- The majority of students (excluding those educated abroad, see above) enrolled on the basis of an Abitur or Fachabitur. 3.8% provided information about another degree/university entrance qualification.
- An estimated 2,500 students had a health impairment that affected their ability to study; an estimated four percent of all students had a disability that did not impact their studies.
- An estimated 40.4 percent of graduates were first generation students (students from non-academic families).
- 240 students were enrolled in a study-while-working Master's program.
- On average, 1,100 guest students took part in the “Studium Generale” every semester.

The following section presents individual figures in more detail, partly supplemented by a look at trends over multiple years.

Beginning with the overall **distribution by subject group**, 66 percent of students were enrolled in engineering, 10 percent in mathematics and natural sciences, 13 percent in economics and social sciences, and 11 percent in the humanities.

Particularly in the technical subjects, student numbers show a declining trend. The following chart provides an overview of the development of student numbers since the 2006/07 winter semester.

¹ In University of Stuttgart statistics, this term refers to students of foreign nationality who received their education outside of Germany. It also applies to students who visited a Studienkolleg (preparatory college) or a German school in a foreign country. However, German nationals who attended a school abroad are not included. Special cases include students who acquired a “double qualification” (German-French Abitur) at a French secondary school. As foreigners with a German Abitur acquired abroad, these students are registered as “educated abroad”.

Total number of students since winter semester 2006/2007

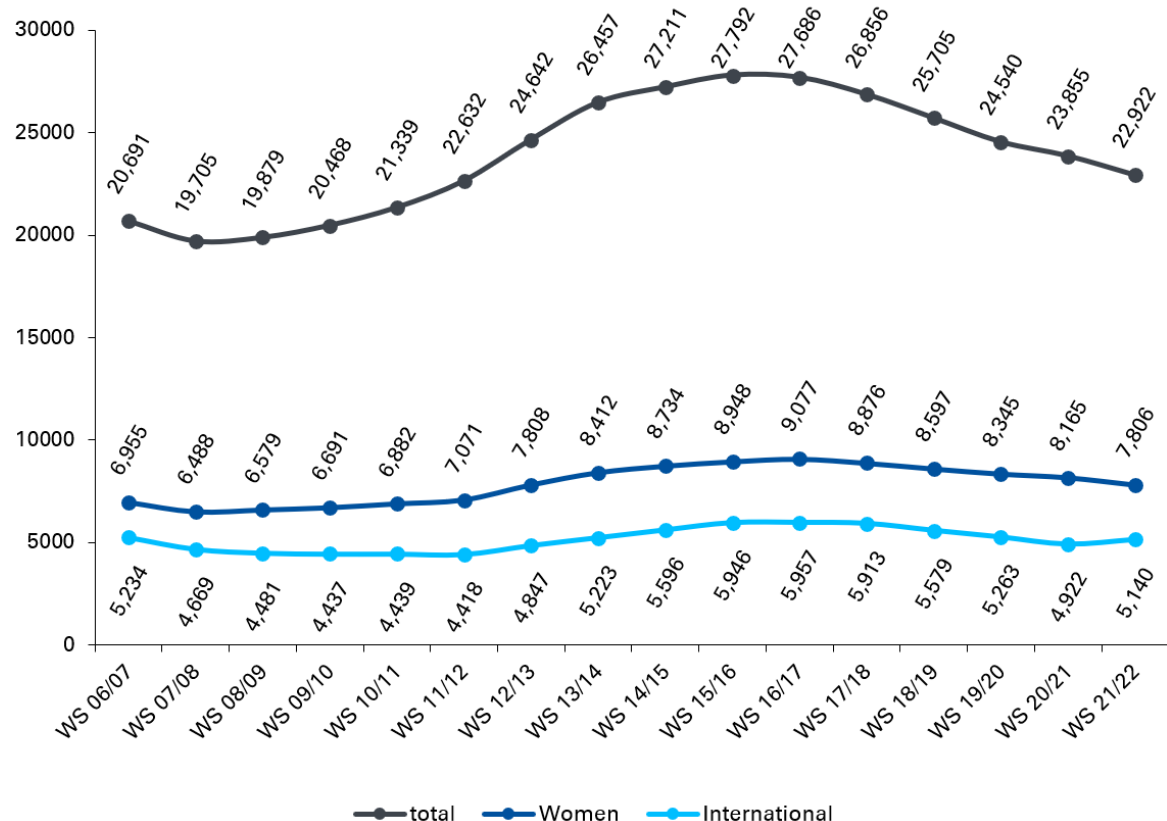


Figure 1: Development of student numbers since the 2006/07 winter semester.

Source: 2021 statistical review of the University of Stuttgart.

For **gender and international country of origin**, the chart below shows a steady, slow increase in the proportion of female students. The proportion of international students fluctuates slightly.

Proportion of female and international/foreign students

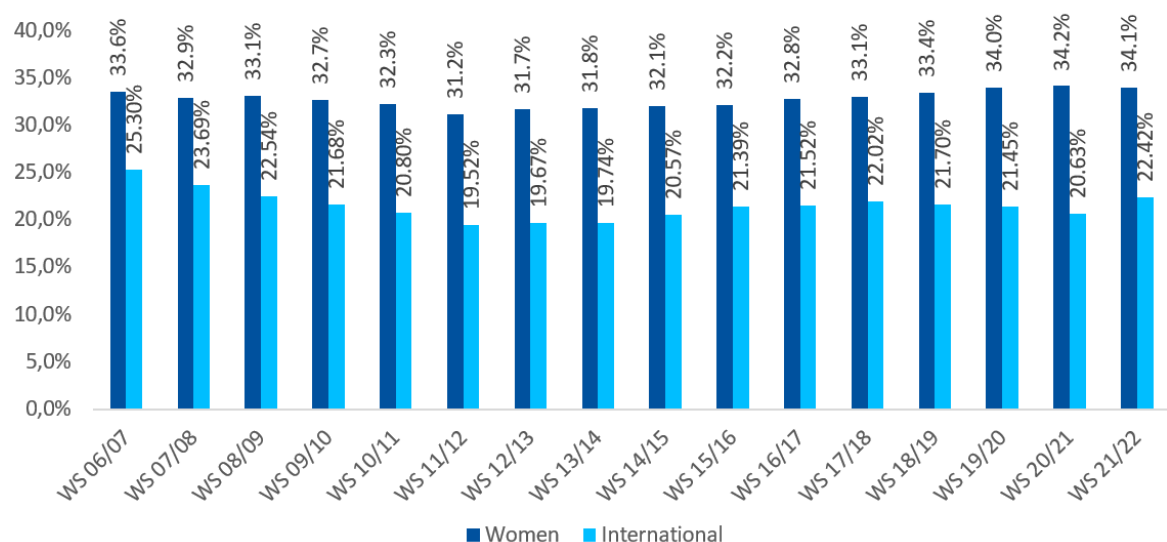


Figure 2: Development of student numbers with regard to female and international students since the 2006/07 winter semester.

Source: 2021 statistical review of the University of Stuttgart.

With regard to gender distribution, it should also be mentioned that the amount of **non-binary students** included in the statistical data was below 1/1000. A total of six students had indicated their gender as “diverse” or “other” at the time of reporting for this document. Since April 2022, students at the University of Stuttgart can request to change their registered gender and first name. So far eleven students have taken advantage of this opportunity.

In the 2021/22 winter semester, a total of **5,140 international students from 122 countries** (including 1,965 women) were enrolled at the University of Stuttgart. 4,189 of them received their secondary education abroad and 951 in Germany.

The following two graphs detail the regions of origin and the main countries of origin of the international students.

	International students total	Secondary education received abroad	Secondary education received in Germany
Europe EU	1,032	680	352
Europe Non-EU	763	354	409
Africa	348	333	15
America	317	297	20
Asia	2,655	2,512	143
Australia and Oceania	10	8	2
Total	5,140	4,189	951

Table 1: Origin of students by continent and percentage of students who received their secondary education abroad/in Germany.

Source: 2021 statistical review of the University of Stuttgart.

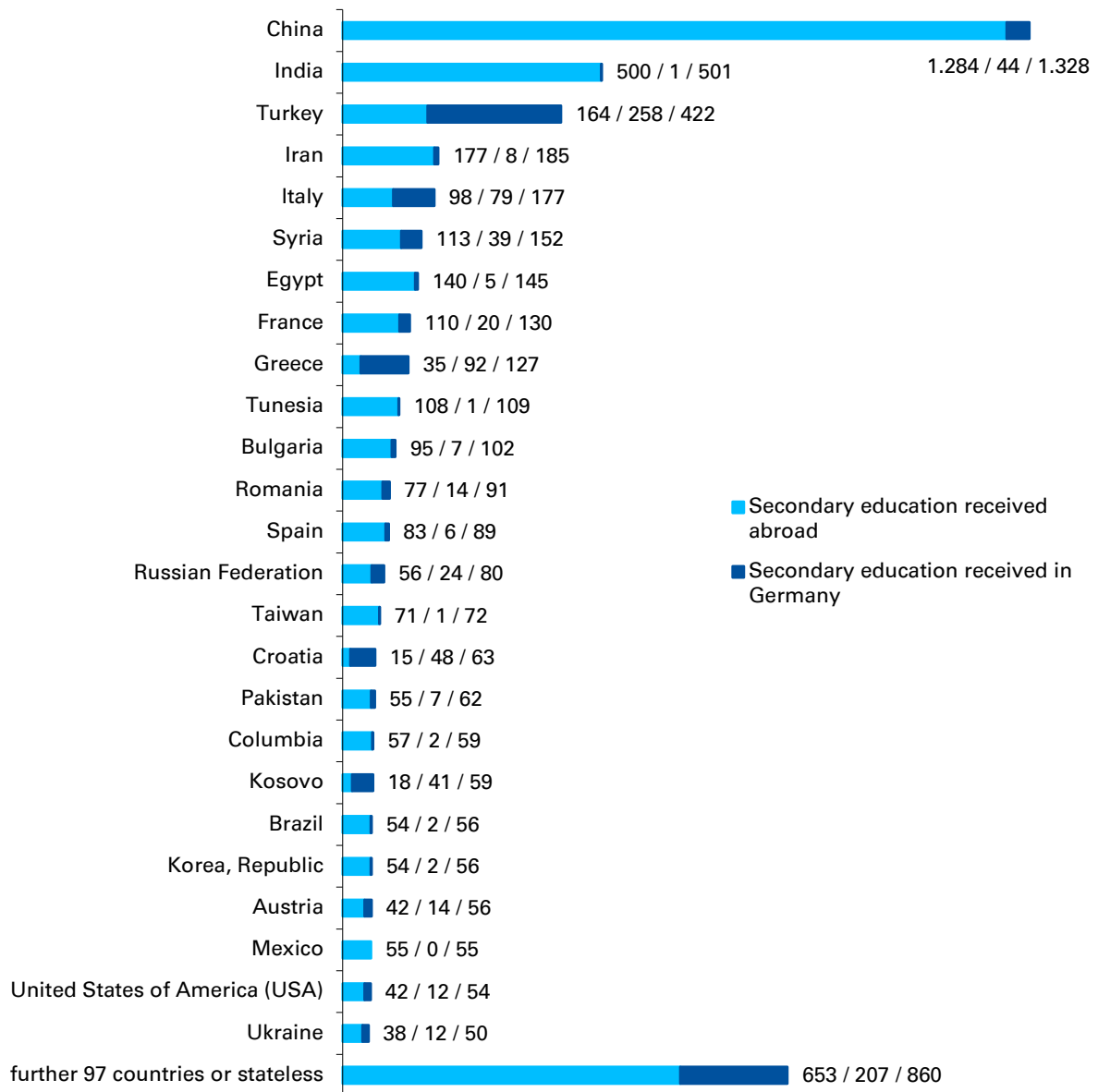


Figure 3: International students by nationality.

Source: 2021 statistical review of the University of Stuttgart.

Students from the People's Republic of China were by far the largest group of international students, followed by students from India and Turkey. It remains to be seen to which extent the war in Ukraine that began in February 2022 will affect these figures. New trends may become apparent in the 2022/23 statistical review.

The University of Stuttgart does not yet record data on the **migration background** of students. However, the staff position quality development at the University of Stuttgart is overseeing the university's participation in the graduate survey of the nine Baden-Württemberg state universities, which also collects data on this topic. In the 2022 graduate survey (surveying graduates from the 2019/20 winter semester and 2020 summer semester), which had a response rate of 34%, 18.5% of the participants stated that they had a "migration background" (defined as having at least one immigrant parent). 8.4% indicated they themselves were immigrants.

The following section of the report focuses on student mobility within Germany. The **breakdown by federal states** and districts shows that in the 2021/22 winter semester, 15,585 students from Baden-Württemberg were enrolled at the University of Stuttgart, including 3,060 from Stuttgart. The students from Baden-Württemberg thus made up 84.2 percent of students from Germany and 68 percent of all students from the University of Stuttgart. Bavaria (974 students), North Rhine-Westphalia (489 students), Hesse (345 students) and Rhineland-Palatinate (342 students) were the federal states with the next highest number of students at the University of Stuttgart.

A detailed breakdown of students by **age** can be found in the chart below. The median age was 24.3 years for male students and 23.7 years for female students. The average age at enrollment differed only slightly between male and female students, at 19.3 and 19.4 years respectively. Graduate statistics show that female students on average graduate at a slightly younger age than male students. While male students in teaching qualification programs (state examination) finished their studies at the age of 27.2 on average, female graduates were 26.2 years old on average. For Bachelor's programs, the average ages at graduation were 23.7 years and 23.5 years respectively, and 26.9/26.5 years for Master's programs.

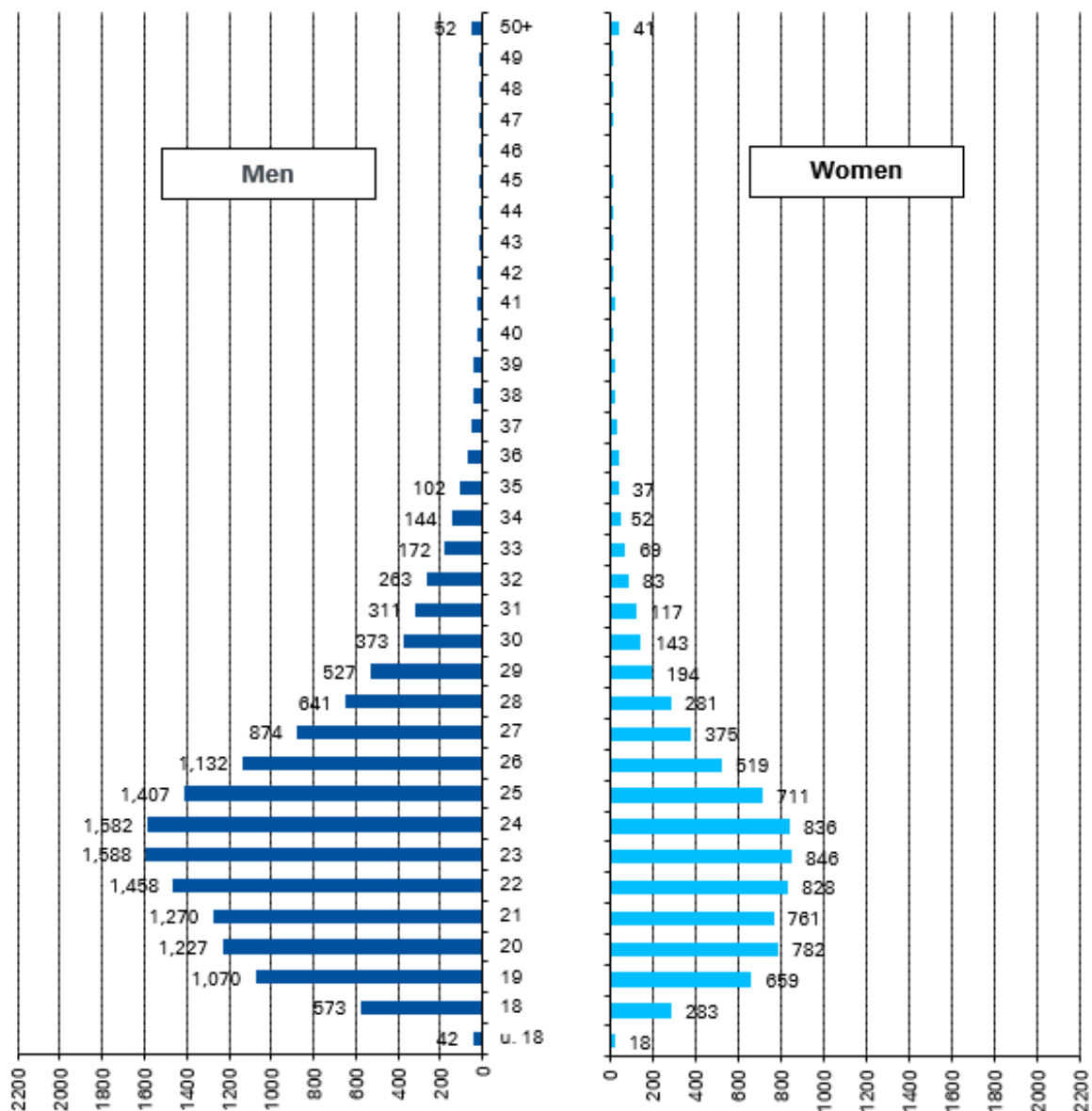


Figure 4: Age distribution of students.

Source: 2021 statistical review of the University of Stuttgart.

The **proportion of students with children or other care responsibilities** is not systematically recorded. The student survey of the University of Stuttgart is the only source that can provide some insight. In the 2021 and 2022 student survey (the survey spans two years as it follows a two-year cycle), 1.3 percent of respondents from undergraduate programs indicated that they had a child and 2.3 percent reported that they were responsible for caring for relatives. Among students in Master's programs, these figures were slightly higher: 3% indicated that they had a child and 2.6% said they were caring for relatives. The response rate for this survey was 30% for both student groups.

The **proportion of students with health impairments** is not systematically recorded by the University of Stuttgart (e.g. during enrollment or exam registration). The university focuses not only on students with an officially recognized disability, but on all those defined as "disabled" under the UN Convention on the Rights of Persons

with Disabilities and the SGB IX (Section 2 (1)). This includes persons with physical, psychological, mental and/or sensory impairments. Statistics on persons with disabilities are based on the findings of the 21st Social Survey of the German National Association for Student Affairs and the study “beeinträchtigt studieren – best2”. The first study was carried out by the German Center for Higher Education Research and Science Studies (DZHW) in the 2016 summer semester. “Beeinträchtigt studieren – best2” is a research report on the situation of students with disabilities and chronic diseases, which was prepared in 2016/17 by the German National Association for Student Affairs and the DZHW, funded by the Federal Ministry of Education and Research (BMBF).

The social survey conducted by the German National Association for Student Affairs does not include a breakdown by states or individual universities. The study “beeinträchtigt studieren – best2” included an evaluation for the University of Stuttgart. The values found by the study for the University of Stuttgart do not diverge significantly from the national average.

According to the 21st Social Survey of the German National Association for Student Affairs, 15 percent of all students have health impairments. 11% of students indicated that their disability or chronic disease had a strong or very strong impact on their studies – this is a significant increase from the value of 7% found in the previous study from 2012. Applying the figure of 11% to the number of students at the University of Stuttgart gives us an estimate of around 2,500 students with a disability or chronic disease that affects their ability to study. According to the best2 study, only around 4% of impairments are immediately discernible to others.

The University of Stuttgart also does not systematically collect data on **family educational background**. Only the graduate survey spanning all nine Baden-Württemberg state universities provides data on this topic, most recently from the voluntary, anonymous survey from the year 2022 (students graduating during the 2019/20 winter semester and 2020 summer semester; response rate: 34 percent). In this survey, 40.4% of graduates stated that no parent had an academic degree, making them first generation students.

A total of 4,523 students completed their degrees at the University of Stuttgart in the academic year 2021 (2020/21 winter semester and 2021 summer semester). 33.3 percent of **graduates** were female and 18.6 percent were international students (including 688 foreign students “educated abroad”, of which 141 obtained undergraduate degrees and 547 obtained Master’s degrees). Around 42% of graduates stemmed from Bachelor’s programs, 53% from Master’s programs, and 5% from teacher qualification programs. Around 71% of the degrees were awarded in engineering, 9% in mathematics and natural sciences, 13% in economics and social sciences, and 7% in the humanities. In teacher qualification programs, 62% of graduates were female and only two percent were international students. It should be noted that all data on graduates is provisional.

Compared to the previous year, the number of female students among first and new enrollments as well as among graduates has declined. There is also a decline in the number of international students among graduates, but an increase in the total number of students and also in the number of first and new enrollments.

The following chart provides an overview of graduate statistics in recent years.

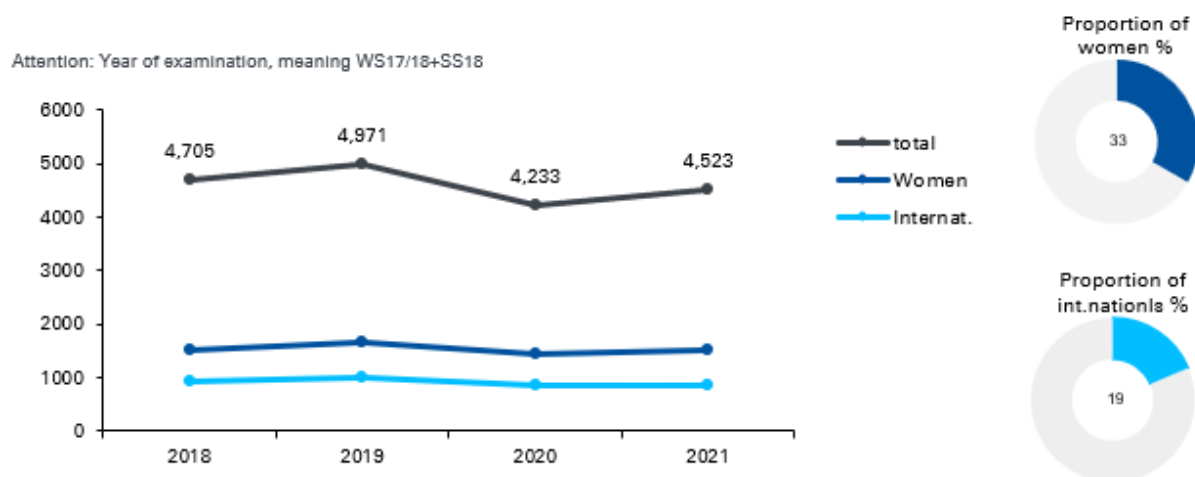


Figure 5: Trends in graduate statistics in recent years.

Source: 2021 statistical review of the University of Stuttgart.

In addition to undergraduate and Master degrees, 430 **doctorates** were completed, 21.9% by female candidates and 17.2% by international students.

For doctorates (and habilitations), there is a clear gender gap:

	Doctorates			Habilitations		
	Women	Men	Total	Women	Men	Total
Humanities	5	1	6	0	3	3
Economics and social sciences	11	12	23	0	1	1
Mathematics / Natural sciences	22	75	97	0	5	5
Engineering	56	248	304	1	6	7
Total	94	336	430	1	15	16

Table 2: Completed doctorates and habilitations in the examination year (winter semester and summer semester).

Source: 2021 statistical review of the University of Stuttgart.

The following diagram illustrates the development over the past years:

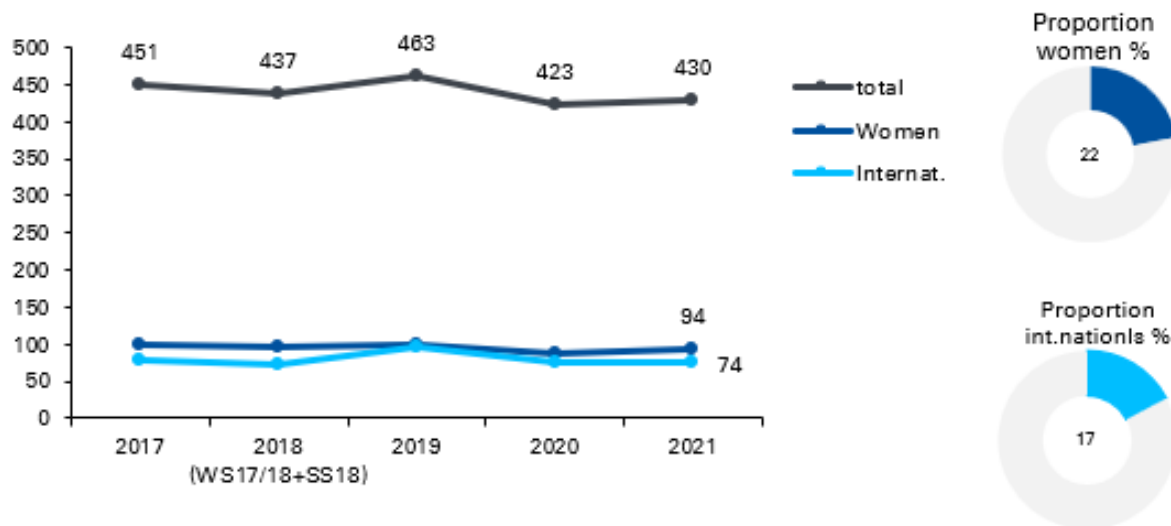


Figure 6: Completed doctorates in recent years, including the proportion of women and international students.

Source: 2021 statistical review of the University of Stuttgart.

Finally, it should be noted that a joint study of all nine state universities in 2021 showed that Baden-Württemberg graduates generally enter into employment quickly after graduation and that the graduates of the University of Stuttgart are above-average performers on the job market.² Not only are they among the fastest to find jobs, they also earn the highest starting salaries in Germany according to the salary report of the Stepstone job platform from November 2020.³

1.3.2 Employee statistics

As of December 1, 2021, there were 5,505 people employed full-time at the University of Stuttgart. 3,577 of them were members of the academic staff, 1,928 were non-academic employees (including apprentices) employed in administrative positions (technical support, administration, library).

² On average, graduates from the University of Stuttgart find employment faster | University of Stuttgart (uni-stuttgart.de), article dated April 1, 2021, last accessed on 09/14/2022.

³ Graduates from the University of Stuttgart earn more in Germany than graduates from other universities | News | 11/26/2020 | University of Stuttgart (uni-stuttgart.de), article dated November 26, 2020, last accessed on 09/14/2022.

	Employees	Female employees	
		Number	Proportion
Professors W3, C3/C4	270	46	17.0%
Junior professors	21	6	28.6%
Academic staff	3,286	860	26.2%
Total academic service	3,577	912	25.5%
Administration / caretakers	902	744	82.5%
Library	75	58	77.3%
Technical support	895	235	26.3%
Total non-academic services	1,872	1,037	55.4%
Apprentices	56	19	33.9%
Total	5,505	1,968	35.7%

Table 3: Full-time employees of the University of Stuttgart by work area.
Source: 2021 statistical review of the University of Stuttgart.

As can be seen from the table, 35.7% of all employees were women, with the proportion in the non-academic field significantly higher than in the academic field. The administrative sector stands out with a total proportion of women of 82.5 percent.

Looking at the two different work areas as well as the division into full- and part-time positions and secondary employment positions (236 employees with a total employment level of less than 50%), the following picture emerges:

- Of the 3,577 employees in academic positions,
 - 912 and thus 25.5% were female,
 - 713 and thus 19.9% were of foreign nationality,
 - 2,765 and thus 77.3% were employed on a fixed-term basis, including 732 women (26.5%) and 642 persons of foreign nationality (23.2%),
 - 947 and thus 26.5% were employed part-time, including 472 women (49.8%) and 226 persons of foreign nationality (23.9%).
 - The average age of employees was 36.6 years.
 - Of the 97 people who were employed at less than 50%,
 - 84 and thus 86.6% were female,
 - 7 and thus 7.2% were of foreign nationality,
 - 48 and thus 49.5% were employed on a fixed-term basis.
 - The average age of employees was 41.2 years.

- Of the 1,928 people in administrative positions (including apprentices),
 - 1,056 and thus 54.8% were female,
 - 181 and thus 9.4% were of foreign nationality,
 - 290 and thus 15% were employed on a fixed-term basis, including 164 women (15.5%) and 46 persons of foreign nationality (25.4%),
 - 519 and thus 26.9% were employed part-time, including 351 women (33.2%) and 45 persons of foreign nationality (24.9%).
 - The average age of employees was 48.2 years.
 - Of the 139 people who were employed at less than 50%,
 - 45 and thus 32.4% were female,
 - 14 and thus 10.1% were of foreign nationality,
 - 131 and thus 94.2% were employed on a fixed-term basis.
 - The average age of employees was 40.6 years.

Looking at the division between career paths of full-time employees, it can be seen that for all non-academic positions, the proportion of women is over 50%, and almost 64% in higher civil service positions. In academic positions, however, the proportion of women decreases for higher pay groups.

	Academic Service			Non-academic service		
Career group	All	Women	Share W	All	Women	Share W
Higher service	3,577	912	25.5%	257	164	63.8%
Higher intermediate service			37.5%	687	351	51.1%
Intermediate service				859	473	55.1%
Ordinary Service				125	68	54.4%
Total	3,577	912	15.8%	1,928	1,056	56.1%

Table 4: Breakdown of female full-time employees by type of service and career path.
Source: 2021 personnel statistics of the University of Stuttgart.

It should also be emphasized that persons of foreign nationality within the areas of technology and administration are often in lower service positions and thus in lower pay groups.

	Academic Service			Non-academic service		
Career group	All	International	Share I	All	International	Share I
Higher service	3,577	713	19.9%	257	17	6.6%
Higher intermediate service			37.5%	687	41	6.0%
Intermediate service				859	84	9.8%
Ordinary service				125	39	31.2%
Total	3,577	713	14.4%	1,928	181	13.4%

Table 5: Breakdown of full-time employees of foreign nationality by type of service and career path.

Source: 2021 personnel statistics of the University of Stuttgart.

The data on **apprentices** at the university is showing a decrease in numbers. While 81 apprentices were employed at the University of Stuttgart in 2010, this number decreased to 55 in 2015, then increased slightly to 64 in 2020 and decreased back down to 40 in 2022. The current average age of apprentices is 21.5 years. This figure has risen slightly over the past few years. At the start of the new training year, which started in September 2022, 20 apprentices began their training at the University of Stuttgart, including 12 women and 8 men. In 2012, at the suggestion of the Equal Opportunities Officer, the possibility of part-time apprenticeships provided for in the German Vocational Training Act was introduced at the University of Stuttgart. This measure is aimed primarily at attracting and supporting apprentices with childcare responsibilities for vocational training. It should be noted that in the case of part-time apprenticeships, the reduction in working hours only applies to vocational training completed at the university. Vocational school must be fully attended. A distinction must also be made between business/administrative and technical apprenticeships. Since the University of Stuttgart is technologically oriented, most apprenticeships are technical, which means they take 3.5 years to complete.

The number of **non-binary employees** is currently below one per thousand.

The following chart shows the **proportion of women over time** at the University of Stuttgart. The chart was taken from the Gender Equality Officer's report presented in July 2022, and refers to figures available until May 2022:

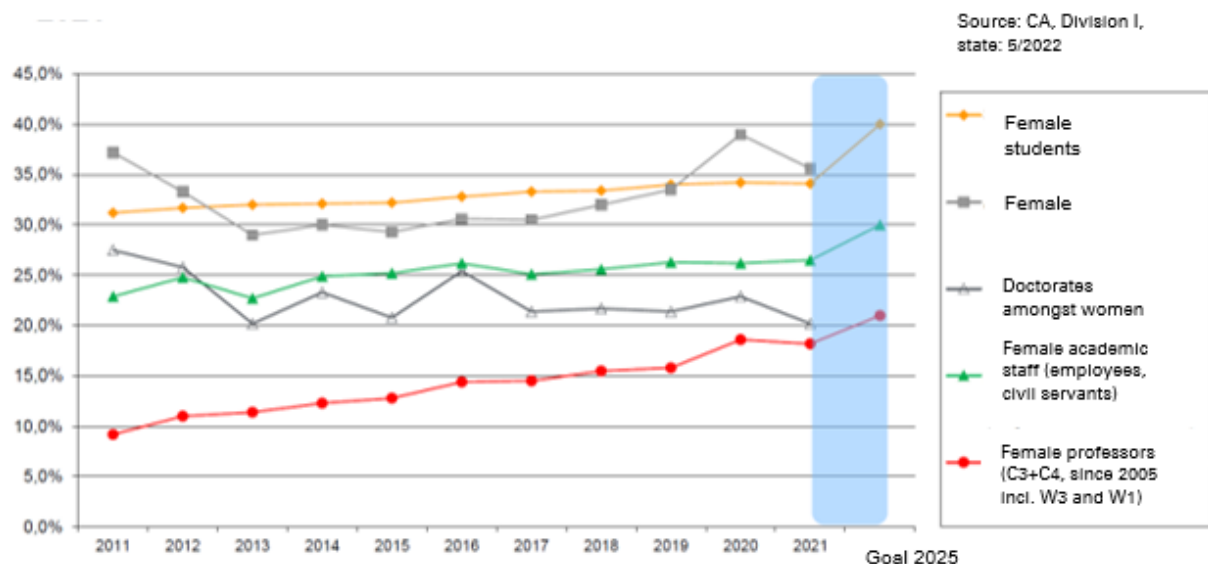


Figure 7: Development of the proportion of women at the University of Stuttgart until 2021. Source: Report of the Gender Equality Officer from July 4, 2022.

The following chart shows the proportion of women and men at different qualification levels:

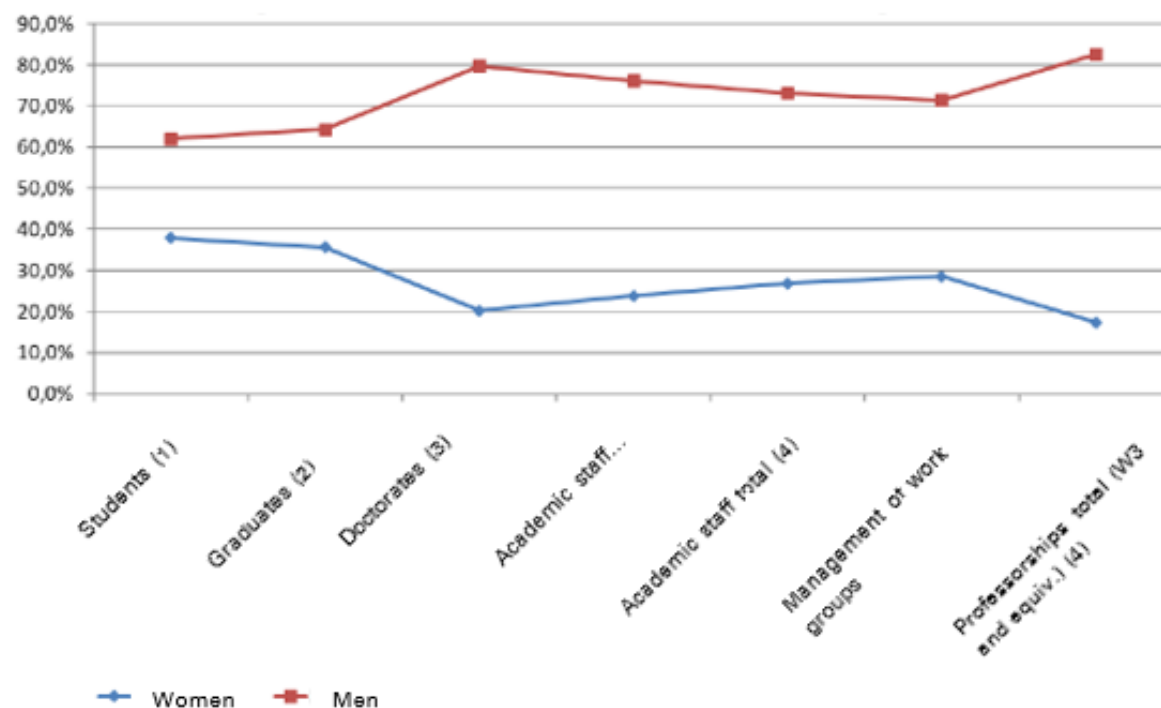


Figure 8: Proportion of women and men in different qualification levels at the University of Stuttgart.

Source: Report of the Gender Equality Officer from July 4, 2022.

This graph shows a low proportion of women in mid-level faculty (26.2 percent), as well as amongst young scientists and professors (17.9 percent, including junior professors). This clearly illustrates the so-called “Leaky Pipeline”.

Further figures and data on the proportion of women is available on page 17 of the Gender Equality Plan (an integral component of the 2021–2025 SEPUS). The figures

and data contained therein relate to the period from December 1, 2017 (expiry of the 2013–2017 Equal Opportunities Plan) to December 1, 2019 (reference date of the 2021–2025 Gender Equality Plan). Where necessary, developments since June 30, 2015 (reference date of the 2015 interim report) are also included.

University management consists of five men (including the Rector and the Chancellor) and two women (including the full-time Vice Rectorate for Information and Technology and the part-time Vice Rector for Diversity and Internationalization). In the **Central Administration**, two out of eight divisions are currently led by women. Nine of the Dean's Offices of the **faculties** are headed by men and one by a woman.

The figures listed so far have already clearly shown that the **age structure** in academic positions differs from that in non-academic positions. Academic positions are often filled by young scientists (for a limited period of time). In technology/administration/library services, there are significantly more (permanent) employees across the entire age spectrum. The university-wide median age is 36 years, while the arithmetic mean is 40 years. However, for the reasons listed above, these figures provide little meaningful insight. The following breakdown by age group provides additional insight into the age structure. This includes full-time employees (excluding those on leaves of absence, but including apprentices):

- Up to 20 years: 31 employees
- 21 to 30 years: 1,678 employees
- 31 to 40 years: 1,462 employees
- 41 to 50 years: 859 employees
- 51 to 60 years: 1,052 employees
- Over 60 years: 423 employees

This age structure, which is characterized by a high number of young academic employees, also contributes to the University of Stuttgart's failure to meet the required quota for the inclusion of persons with disabilities in the workforce. In 2021, the rate of employees with disabilities at the University of Stuttgart was 2.65%. It should be noted however that the university's human resources management system only records disabilities if they are disclosed personally by employees and officially documented. Most related entries relate to disabled persons with a degree of disability of at least 50 percent. However, there are also some **employees with degrees of disabilities** between 30 and 50 percent.

As of the most recent personnel statistics reference date,

- 29 employees (18 men, 11 women) have a documented degree of disability of less than 50 percent.
- 139 employees (67 men, 72 women) have a documented disability with a degree of at least 50 percent.

- 9 employees were granted equivalent status with disabled persons (for example, in the case of multiple individual disabilities adding up to at least 50 percent).

127 employees with disabilities (including those granted equivalent status) were employed in technical/administrative positions, 22 in academic positions. Employees with a degree of disability below 50% were also employed at a significantly higher percentage in technical/administrative positions than in academic positions.

As of the most recent personnel statistics reference date, the university had employees from a total of **87 countries**, including the following main countries of origin:

Country of origin (Citizenship)	Number of employees
Germany	4,611
China	89
Italy	68
Iran	58
India	57
Russian Federation	44
Croatia	38
Turkey	38
United States of America	34
Austria	33
Greece	32
France	27
Spain	26
Ukraine	18
Egypt	17

Table 6: Main countries of origin of full-time employees.
Source: 2021 personnel statistics of the University of Stuttgart.

The University of Stuttgart does not systematically collect and record data on the migration background, educational background or the proportion of employees with children and/or other care responsibilities.

1.4 Strategic alignment and management

As the figures and data listed above show, the University of Stuttgart is a place of study and work uniting various areas of specialization, with a high degree of heterogeneity between status groups. The University of Stuttgart recognizes that

this level of diversity presents both opportunities and challenges. On the one hand, diverse experiences and perspectives, which can lead to creative, innovative and unconventional solutions and contribute to competitiveness and internationalization, are a valuable resource that should be perceived, valued, recognized, utilized and promoted. On the other hand, challenges like dismantling (access) barriers and accommodating for different needs and backgrounds must be tackled openly and constructively, as well as with a willingness to change. As the Swiss writer Max Frisch once stated: "What concerns everyone can only be solved by everyone. Any attempt by an individual to solve for himself what concerns everyone must fail." At the same time, the University of Stuttgart aims to provide all its members, including students, lecturers and researchers as well as employees in technology and administration, with an environment that enables the development of the potential of each individual. The university embarked on its project to shape and promote diversity many years ago – starting in the mid-1980s with legal requirements regarding gender equality, followed by a focus on families at the beginning of the millennium and the inclusion of the dimensions of health, social origin, nationality and culture during the last decade. Recent years have seen a redoubling of efforts in this area. We see our active involvement in the creation of such an environment as an ongoing, participatory process that should continuously adapt to changing framework conditions and needs. This is a comprehensive endeavor involving all members of the university. Only if the University of Stuttgart succeeds in this endeavor can it achieve its vision of being a leading university in the field of intelligent systems and at the same time acting as an intelligent system itself.

In order to make the complex topic of diversity (statistically) visible, to raise awareness and to align measures with actual demand, we must first identify dimensions and set priorities. At this point it should be stressed that the University of Stuttgart has defined individual diversity dimensions in its diversity concept for



the reasons mentioned above, but this is in no way aimed at de-individualizing people, grouping people by "category" and considering these separately from each other. Furthermore, no individual group is placed above any other. The university pursues a cross-dimensional/intersectional diversity mainstreaming approach, with the aim of "normalizing" diversity. This approach is based on the assumption

Picture: Hans Traxler

Text: Zum Ziel einer gerechten Auslese lautet die Aufgabe: Klettert auf den Baum!
(Translation: The task for a fair selection: Climb up the tree!)

that certain dimensions of diversity must be made visible in order to make (socially constructed) differences perceptible and changeable. This also means combating erasure and lack of awareness. We are aware that an undifferentiated approach to a diverse group of people with varying backgrounds (e.g. access to resources), opportunities, needs and (initial) prospects, does not necessarily lead to equal opportunities. Hence the University of Stuttgart employs **the principle of “Same treatment where possible, special provisions where necessary”**. We therefore recognize that unequal treatment in the form of affirmative measures (e.g. compensation for disadvantages) may be necessary in order to compensate for the disadvantages suffered by certain persons (or groups), to avoid discrimination and to achieve equal opportunities.

The diversity concept informs the University of Stuttgart’s everyday work and employs a cross-sectional view of the following four interlinked focus areas comprising all study and working conditions.

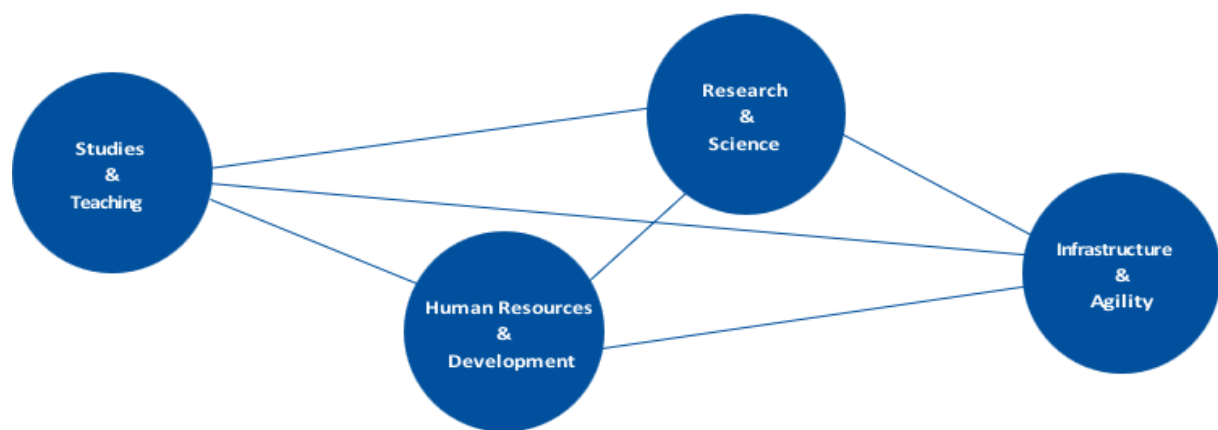


Figure 9: Focus areas of diversity management at the University of Stuttgart.
Source: Diversity concept “Intelligent through diversity” (2020) of the University of Stuttgart.

The focus area “Infrastructure and agility” includes accessibility (architecture, technology, communication) as well as digitalization and mobility in the broadest sense. It also touches on flexible administrative and personnel structures, inter-/transdisciplinarity and internationalization.

The following seven dimensions are applied to each focus area with an intersectional view:

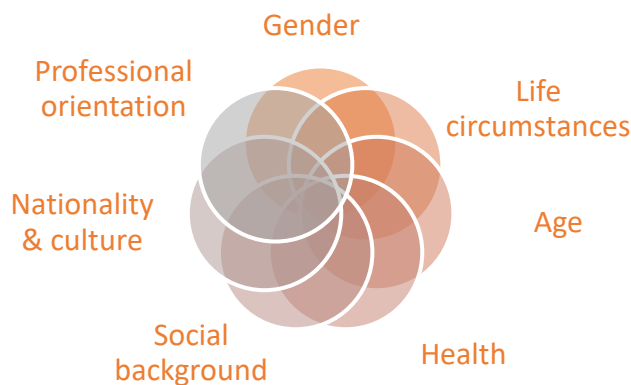


Figure 10: Diversity dimensions of diversity management at the University of Stuttgart.
Source: Vice Rectorate for Diversity and Internationalization.

The University of Stuttgart goes beyond the protection requirements of the General Act on Equal Treatment (AGG) and, for example, also takes into account the dimensions of social background, family situation as well as nationality. In addition, the University of Stuttgart does not limit itself to demographic and externally perceptible characteristics such as gender, age, ethnic origin and/or physical disability, but also considers other aspects, such as cognitive variability (including learning styles) as well as different lifestyles and situations that may affect the success of students and/or employees. It also factors in various subject specializations.

The university's approach is conceived, conceptualized and implemented on three interconnected levels: the **macro, meso and micro level**. The macro level views the university as a place of study, employment, research and innovation. The university's local, regional, national and international outlook and integration, legal requirements and the surrounding social, cultural and socio-economic framework conditions are particularly relevant at this level. Measures on this level are based on strategic planning (mainly through the structural and development plan). The meso level encompasses the content of degrees and study programs, including curricular development, study program and teaching management and the culture of teaching and learning defined by action routines and materials used. Here, the focus is on internal structures, processes and measures. The micro level, also called the personal level, views processes through the lens of individuals and their actions as well as interpersonal interaction. This level focuses on the subject-specific, method-related and social competencies of individuals in research, teaching and learning as well as in administration. Here, diversity awareness on an individual level is of particular importance. These three interconnected levels once again illustrate the university's holistic approach, which includes the target groups of individual diversity dimensions as well as the "dominant culture", in the context of our diversity-sensitive orientation and future development.

In order to achieve progress in the aforementioned areas in everyday university life, we have strengthened the structural integration of diversity over the past few years. Numerous full-time, part-time and volunteer individuals (some on leaves of absence), working groups and (informal) committees are actively working towards a systematic approach and increased visibility for this topic. Relevant actors are listed in the following chapters as well as in the glossary on the diversity web page of the University of Stuttgart.

The list below highlights individual milestones of strategic alignment and management on the path to orientating the University of Stuttgart towards diversity:

- In 1990, the Senate decided to establish a "Senate Commission for the Advancement of Women".
- In 1991, the first full-time "Consultant for Women", now called the **Consultant for Gender Equality**, was hired and initial guidelines for the advancement of women were adopted. Since October 2003, the Gender Equality Office has gradually added more personnel (including through project positions).
- In 1992, the first "Officer for Women", called the **Gender Equality Officer** since 2005, was elected.
- In 1996, the position of the "Women's Representative", now called the **Equal Opportunities Officer**, was established at the University of Stuttgart.
- The **Diversity Round Table** was launched in 2017.
- In 2019, the "**Vice Rectorate for Early Career Researchers and Diversity**" was established, anchoring diversity at the university's management level.

In 2021, the scope was adapted to the current "**Vice Rectorate for Diversity and Internationalization**".

- In 2019, the "Senate Committee on Equality" was transformed into the "**Senate Committee on Diversity and Equality**", creating a central committee responsible for diversity. This committee is jointly headed by the Vice Rector for Diversity and Internationalization and the Gender Equality Officer. Its members are taken in equal proportions from all status groups and the committee takes on an advisory role. The committee can introduce recommendations for diversity and gender equality measures to the Senate.
- 2020: The **stuvus Student Council** converted the "Department for Social Affairs and Counseling" into the "**Department for Gender Equality, Diversity and Social Affairs**". Regular meetings with the Vice Rectorate for Diversity and Internationalization contribute to the exchange of ideas between the student body and Rectorate level management.
- 2020/21: In the 2020/21 winter semester, it became mandatory for faculties and Stuttgart Centers (SC) to set up **diversity committees** (based on the "Guidelines

on the promotion of diversity and equality"). Since the university is comprised of different areas of specialization with a high degree of internal heterogeneity, decentralized structures must be implemented in order to be able to identify differing perspectives, backgrounds and needs, to tailor measures to subject and target groups and to involve all relevant actors in university-wide diversity management. These decentralized committees also serve to facilitate communication between them and with central structures and committees.

- 2020/21: In addition to establishing the mandatory diversity committees, faculties and Stuttgart Centers were invited to appoint **Diversity Officers** to act beside the established Faculty Gender Equality Officers. In some cases, the two roles are carried out by the same person, with individual Faculty Equality Officers also being entrusted with the additional role of Diversity Officer. The Diversity Officers exchange information with the Vice Rectorate for Diversity and Internationalization and support the implementation of the diversity concept in their department, for example by putting subject-specific measures into action. Amongst the Stuttgart Centers, which act as faculty-like structures, the SimTech cluster has had its own Gender Equality Officer since 2018. Both Clusters of Excellence (SimTech and IntCDC) now employ a Manager for Gender Equality and Diversity.
- In 2021/22 (winter semester), the **Gender Advisory Committee** was established. It is made up of the Vice Rector for Diversity and Internationalization, the Gender Equality Officer and five external members with diversity expertise and experience from different areas (science, business, society). It advises the Senate Committee on Diversity and Gender Equality and the Rectorate on strategic and content-related developments. Once a semester, the external members join a session of the Senate Committee on Diversity and Gender Equality.
- 2021: Kick-off of a **change management process to unite diversity and gender equality** under a common organizational unit to optimize structures for professional diversity management.
- 2022: Creation of a full-time position for a **"Consultant for Diversity Management"**, initially limited to five years. At the management level, this position is assigned to the Gender Equality Office. The scope of work is defined by the Vice Rectorate for Diversity and Internationalization.

The above list shows that the University of Stuttgart is committed to involving all status groups through continuous exchange, resource-pooling and cooperation. Many members of the University of Stuttgart are well connected, not only within the university, but also with external stakeholders (locally, regionally, nationally and internationally).

It should be noted that concepts and strategies only come to life once they are implemented in concrete terms. This requires adequate financial resources. At this

point, we would therefore like to briefly mention the **Diversity Fund**, which was first made available to faculties in 2022. This fund offers faculties a simple way to apply for funding for diversity-related offers and projects through the Vice Rectorate for Diversity and Internationalization.

1.5 Services, projects, measures and contact points

This section introduces services, projects, measures as well as contact persons to give an insight into the University of Stuttgart's multifaceted approach to diversity. Past offers, projects and measures that have already been completed are not included in this report – unless they are regularly reoccurring events and/or activities that build on past events. As not all offers, projects and measures can be presented in detail in this report, please refer to the glossary on the diversity web page of the University of Stuttgart for further information. The web page also includes relevant links, which are therefore generally not included in the footnotes of this text. It should be highlighted that numerous diversity-oriented services and projects are also offered by faculties and research associations. However, this report focuses on university-wide offers and only mentions a few examples from individual departments.

The following section presents services, projects, measures and contact points broken down by individual diversity dimensions as defined in the diversity concept of the University of Stuttgart. Before we look at these seven sub-areas, we first present offers that span multiple dimensions and thus cannot be assigned to a singular focus area.

Since the University of Stuttgart sees itself as a secular entity, the topic of "religion/worldview" is not explicitly represented as a diversity dimension. It plays a part in the dimensions of "life circumstances" as well as "nationality and culture". If issues arise, we strive to find individual solutions together.

1.5.1 Addressing multiple diversity dimensions

As mentioned in chapter 1.4, the **Diversity Round Table** was launched in 2017 by the Gender Equality Office. It serves as an open discussion forum for the numerous actors working on the topic of diversity at the University of Stuttgart. It promotes exchange between the institutions, the faculties and the Rectorate. An invitation is extended by the Vice Rectorate for Diversity and Internationalization once or twice a semester to bring together experts from different areas of work. This provides an opportunity to share information and to increase the visibility of existing and planned activities, to enable the clustering of offers and to facilitate the development of joint projects. The members of the round table may form working groups as needed to address specific diversity issues.

As a signatory of the Charta der Vielfalt (2017), the University of Stuttgart has been participating in the **German Diversity Day** since 2019 through centrally coordinated university-wide activities. After continuously expanding in scope, the year 2022

marked the first European Diversity Month campaign. In 2019 the campaign day under the slogan “we are US!” focused on diversity (management) at universities and at the University of Stuttgart in particular and highlighted diversity actors and services. The nationwide Diversity Day 2020 shared its motto with the diversity concept “Intelligent through diversity” published in the same year. The campaign centered around a virtual brainstorming workshop (conducted remotely due to corona restrictions) on various diversity topics. In 2021, lectures, workshops and discussion rounds focused on diversity in teaching and research were organized. In 2022, the focus was on diversity as a success factor. Links to further information on the individual campaign days can be found on the diversity web page.

The 2020 Diversity Day and the accompanying publication of the diversity concept launched the first **diversity campaign** of the University of Stuttgart with the slogan “Intelligent through diversity”. Activities included the launch of the diversity actors web page, a series of photos/short interviews by different teams from the University of Stuttgart, as well as a selfie campaign. The second campaign followed shortly after in November 2020 under the slogan “Respect is intelligent”. As part of the campaign, the web page “University without discrimination” was published, providing general information on the subject of discrimination as well as contact persons and a wide range of offers. The web page “Perceiving diversity, including everyone” was also launched during this time. It contains information and materials on diversity in teaching as well as a checklist for teachers. These web launches were accompanied by lectures and an initiative against racism by the stuvus Student Council. In January 2021, the university organized an information event on the topic of studying with disabilities and sent out a bulletin to all university members regarding legal requirements for accessibility. The International Office offered intercultural training and unconscious bias workshops for students and employees in February 2021 after the campaign had finished. The employees of **University Communications** actively support all public-facing activities. They are also involved in various working groups, providing advice and support.

The University of Stuttgart plans to launch further diversity campaigns in the future with the aim of spreading information, creating transparency and increasing visibility of this topic by raising awareness of its importance and value.

The **diversity calendar** of the University of Stuttgart, which is currently in development and will be made available to all members of the University at the beginning of the calendar year 2023, also spans multiple dimensions. The aim of the calendar is to increase the visibility of diversity, to inspire (joint) activities to celebrate action and awareness days, and to spread information through methods like accompanying social media posts.

We want to particularly emphasize the University of Stuttgart’s efforts to eradicate all forms of discrimination, in alignment with the university’s goal of becoming a non-discriminatory place of study and work. Numerous **measures to protect against discrimination** have been set up, implemented or conceptualized. These include

access to initial and referral consultations, a transparent process for managing complaints including guidelines for those affected by discrimination, the people around them as well as supervisors, the “Guidelines on the handling of cases of discrimination as well as sexual harassment and sexualized violence”, training courses and information materials (available on the web page “University without discrimination”, which also contains an official video statement of the Rector against discrimination). Members of the University of Stuttgart can reach out to the **Contact Person for Anti-Discrimination**, especially if they experience discrimination because of their race, ethnicity or religion/spirituality. In other cases of discrimination, specific support structures are available which will be discussed in more detail in the breakdown by diversity dimensions below. In January 2020, the Contact Person for Anti-Discrimination set up a **Working Group on Anti-Discrimination**, which facilitates information exchange, networking and the coordination of activities within the university, and functions as an active working body. The working group is also aimed at raising awareness among university members and improving the response of contact persons and representatives in cases of discrimination through various measures.

Evermood, the new online platform for advice and support in the event of personal conflict, hardship or feelings of anxiety, can be easily accessed by students as well as employees of the University of Stuttgart from any device and without registration. This platform was established in April 2022 under the guidance of the Equal Opportunities Officer and spans multiple dimensions. It provides information and identifies possible contact persons. Users can also reach out or take part in online consultations on a personal or anonymous level. Self-service tests and videos (as well as free hour-long workshops from the 4th quarter of 2022) are also available. The platform can be used in both German and English. All posts fall under three main categories: “Health and emotional strain”, “Conflicts and crises” and “Family and private life”. Topics covered include bullying, sexual harassment and discrimination, feelings of anxiety, exhaustion and burnout, addiction as well as mental and/or physical illness. Users can also find advice on handling grief, organizing care and household services, pregnancy and maternity leave, parental leave and parental allowance, childcare and education. In June 2022, five weeks after the official launch of the platform, the platform had already recorded almost 5,300 visitors and 18,600 page views. Since then, page views have stabilized at a comparable level.

Comparing the reach of the three main subject areas for the current year, as of August 21, 2022, the category “Health and emotional strain” had recorded almost 5,800 page views, followed by “Conflicts and crises” with around 2,600 page views and “Family and private life” with around 890 page views.

The most popular individual articles were “Finding out what is important in one's life” in the category “Health and emotional strain”, “Typical signs of depression” in the category “Conflicts and crises” and “Building up resilience” in the category “Family and private life”. The article “Is it a flirt, a compliment or sexual

harassment?” also recorded one of the highest view counts. New articles are constantly being added to the platform. A new main category is planned for next year.

The University of Stuttgart also addresses diversity through research. The **Institute for Diversity Studies in Engineering (IDS)** was established at the end of 2009 for this purpose. The IDS investigates the innovation potential of diverse and heterogeneous socio-technical systems in the context of digital transformation.

Some services, projects, measures and contact points are cross-dimensional, i.e. not assignable to a single diversity dimension, but aimed at a specific target group. The following section highlights a few examples.

The **“Department for Gender Equality, Diversity and Social Affairs”** of the **stuvus Student Council** was established in August 2020, replacing the department for “Social Affairs and Counseling”. The students of this department offer support through a point of contact and are also involved in various activities at the University of Stuttgart, such as the Diversity Day and the Gender Week. They also offer their own demand-oriented workshops, events and meetings. In addition, they contribute to political exchange at the University of Stuttgart through publications such as the “Guidelines on awareness teams at parties” and the “Catalogue of demands on equality, anti-discrimination and equal opportunities at the University of Stuttgart” from 2021. The student council department has also compiled a register of all recognized university groups that represent the wide variety of interests of the students and at the same time offer opportunities for meeting others, exchanging ideas and shaping university life.

The **Student Counseling Center (ZSB)** offers professional advisory services to prospective and enrolled students of the University of Stuttgart. The ZSB supports projects such as the guidelines **“Better with advice”** and the **“Avete Academici”** information event, which are aimed at offering support and orientation for arriving first-year students. The “Avete Academici” is organized in cooperation with the **Student Services Center** under the **Division of Students’ and Doctoral Affairs** and the **stuvus Student Council** as well as numerous other (diversity-related) actors who showcase their work in this context. To empower students through all stages of their study program, the **“Guide for first semester students”**, which is published by the Student Services Center under the Division of Students’ and Doctoral Affairs, and the **information page “University from A to Z”** provide further valuable information.

In issues relating to learning and teaching, the **ombudsperson for teaching and doctoral degree studies** provides important, unbiased and confidential support to members of the university facing conflicts in teaching/during their doctoral degree studies. The position was initially set up in 2011 for teaching and since 2014 (following an amendment of the Higher Education Act of the state of Baden-Württemberg) has been expanded to include the field of doctoral degree studies. The current post holder is the only such ombudsperson for students in Baden-Württemberg. In the area of learning and teaching, she provides information and

support for organizational, subject-related and interdisciplinary difficulties, conflicts, complaints and/or suggestions. In the field of doctoral degree studies, the ombudsperson supports doctoral candidates and their supervisors in cases of conflict around the doctoral project. As an independent unit, she reports to the Rectorate and the relevant committees.

In general, it should be noted that the University of Stuttgart sees great potential in the heterogeneity of its students, the development of which is of the highest priority. Courses that are taught with an awareness of diversity and respect increase the enjoyment and commitment of all those involved and enable participants to engage constructively and creatively. This in turn creates the ideal environment for the advancement of (research) topics.

The **working group “Diversity in Teaching”** aimed at intensifying and integrating efforts to promote diversity in learning and teaching met for the first time in the 2019/20 winter semester. The group has made contributions such as a collection of useful information for teaching staff which can be accessed via the website of the University of Stuttgart. The guideline “Diversity in teaching: Perceiving diversity – including everyone”, also available online, includes a checklist for how to design diversity-sensitive courses. The group is currently focused on how to improve and integrate existing information and how to make this information available to interested parties.

The **guideline “Students in exceptional situations during the Corona period. Guidelines for (online) teaching 2.0 2020/21 WS”** retains its relevance today, illustrating how the University of Stuttgart strives to take into account the different educational backgrounds, lifestyles, needs and learning requirements of students – including health issues, children or relatives needing care, existing professional obligations or even language barriers that may be alleviated through asynchronous teaching methods. This handout, which was co-written by the Commissioner for Students with Disabilities or Chronic Illnesses, the Uni & Family Service, the International Office and the active members of the “Education and Social Inequality” working group (more on this in chapter 1.5.6), can be found on the website of the University of Stuttgart.

In case of concerns regarding the employment relationship (for example, conflicts with colleagues and/or supervisors, opportunities for further development), employees of the University of Stuttgart can contact the **Staff Council** at any time to receive information and support or even individual advice from its members. The Staff Council represents the interests of all employees of the University of Stuttgart and is committed to improving working conditions. The committee consists of 23 members. Its involvement in individual measures (e.g. hiring processes, employment extensions, moving employees to a higher payroll group, setting up remote workplaces or overtime and/or standby requests) ensures that the rights of those affected are safeguarded and that all laws and regulations applicable to employee protection are complied with. Each year, the Staff Council considers

around 500 requests for the implementation of individual measures. The Staff Council can also initiate, accompany and (co)design so-called collective measures (including the conclusion of service agreements as well as participation in steering and working groups). Through its involvement, this committee plays a central role in creating a diverse working environment at the University of Stuttgart.

To ensure that all members of the University of Stuttgart are able to continuously develop their **diversity competence**, there are numerous offers tailored to the respective needs of different target groups. For example, the Personnel Development Department offers around 40 courses every year for **employees** of the University of Stuttgart, some of which address the seven diversity dimensions, including:

- Time and self-management: Work-family balance
- Accessibility: Accessible documents with Word; accessible PDF with Adobe Acrobat Professional; digital accessibility for web editors
- Caring for loved ones: Care – how to prepare for the “worst case scenario”?; Relative needing care – what to do? Information on statutory long-term care insurance; Self-care for carers
- Staying healthy with hybrid work

For employees in **leadership positions**, the following qualifications were offered through the leadership program:

- International Leadership: Leading diverse teams in scientific institutions
- Improving leadership through a deliberate approach to unconscious thought patterns
- Women in leadership – power and personality on the path to success
- Identifying (psychological) stress factors affecting employees

Targeted workshops and additional offers are also available for employees in **joint research projects** (especially for Principal Investigators, partly also for coordinators). These include:

- Strategies for attracting young talent – opportunities for gender- and diversity-sensitive recruiting (workshop)
- Gender and diversity competence (Workshop)
- Gender and diversity in academia: What's my share? (Self-study course on gender and diversity; currently in development)
- Talent acquisition and retention with a focus on women (advanced course; currently in development)
- Coaching pool offering sessions on equal opportunities

The Graduate Academy (GRADUS) offers target group-specific, diversity-oriented workshops for **early-career researchers** – currently with one session per year, soon to be expanded due to growing demand:

- Unconscious bias awareness
- Working successfully in an intercultural academic environment
- Successfully leading international teams

Students of the University of Stuttgart have access to numerous diversity-oriented learning and qualification opportunities. For example, students in the Intercultural Mentoring Program (explained in further detail in chapter 1.5.7) can participate in an introductory seminar with intercultural training components and can make use of offers on “Identity Politics”, “Why we all should be feminist”, “Intersectionality”, “Implicit and Unconscious Bias”, “Antiracism: Why and How?” or “Queer Identities” – to name just a few of the courses and workshops on offer over the past years. Intercultural training courses are also offered every semester for international students taking part in the Buddy Program or TestDaF courses (more details on this can also be found in chapter 1.5.7).

Some faculties also organize workshops and courses about or related to diversity. In addition, the stuvus Student Council targets specific demands as they arise, as exemplified by the recent “Let’s talk about racism” campaign.

Another target group-specific offer, which is aimed specifically at training competencies and raising awareness amongst students and doctoral candidates, is the **“Certificate Gender and Diversity – Diversity in Language, Society, Research and Practice”**. It has been available since the 2021 summer semester and provides an additional qualification with a strong focus on diversity. The course units direct participants in a conscious, self-reflective, scientific, evidence-based and critical examination of diversity-related topics, as well as of their own ethical principles and identity. The certificate aims to enable participants to explore connections between diversity aspects and their own subject areas and to strengthen exchange within and between disciplines. 51 participants from various subject areas have already taken advantage of this offer, including 20 people with a binding registration. Since its inception, 5 participants have completed the certificate, including one doctoral candidate. Several further participants are close to completion. The interdisciplinary lecture series at the heart of the certificate program has been offered three times so far and was attended by around 30 participants per semester. A total of 45 speakers have been involved, of whom 12 are experts from outside the university. Lectures invited reflections on topics such as current fundamentals/theories/practices of gender and diversity, diversity in organizations, gender and diversity in teaching, gender and diversity in research and diversity-sensitive communication. This certificate is offered through a cooperation between the Vice Rectorate for Diversity and Internationalization, the Gender Equality Office and the Language Center. An

expansion of the target group of the certificate (potentially to postdocs wishing to gain skills in preparation of a professorship) is currently in the planning stages.

The **“Certificate Intercultural Competence and International Actionability”** (ZIKIH) is specifically aimed at students and employees of the University of Stuttgart and provides a further opportunity for participants to enhance their personal profile. This offer has been available since 2019. To receive the certificate, participants must attend introductory courses on intercultural competence in both German and English and demonstrate foreign language skills. A university-related stay abroad as well as workshops, seminars and other events with a proven international relevance that have been successfully completed at the University of Stuttgart can be included in the certificate. Between 2020 and 2022, six students received the certificate. 10 university members (as of August 2022) are currently working towards the certificate. It is offered through the Language Center of the University of Stuttgart.

In addition to the certificate, the **Language Center** has a wide range of other diversity-oriented qualification offers. In principle, all courses in foreign languages, German as a foreign language and German for native speakers can raise awareness of diversity issues, since language learning, acquisition and understanding is never independent of cultural influences. All courses offered by the Language Center therefore help enable effective communication between people of different backgrounds. In addition, they fit into the strategy of multilingualism and linguistic diversity formulated by the European Union and the German Rectors' Conference.

The Language Center offers a total of around 200 courses per semester that are open to all members of the University of Stuttgart, teaching 14 foreign languages as well as methodological, communicative, intercultural, personal and social skills. Most courses are also offered as part of interdisciplinary key competencies (FÜSQ). Due to the large range of courses available, this report only gives an insight into selected workshops and courses. Available courses include “German Sign Language”, “Smalltalk and Networking”, “Working Successfully in Multicultural Teams”, “Intercultural Communication Skills”, “Intercultural Perspectives in Media”, “Negotiation Strategies and Presentations in the Asian region”, and specific offers for international students such as “Understanding Germany” and “Speaking and Writing at University”. Students can also receive individual advice, for example on academic writing. International students in STEM subjects can make use of the Language Center’s courses to expand and deepen their knowledge of German mathematical language. There are also corresponding language courses for STEM tutors who work with international students in this subject area. This offer aims at educating people on the importance of language use and intercultural communication when working with international students.

The **Center for Higher Education and Lifelong Learning (ZLW)** and the **Baden-Württemberg Centre for Teaching and Learning (HDZ)** offer additional opportunities to participate in diversity-oriented awareness and qualification courses. An example of this is the workshop “How to handle Diversity in Teaching?”.

The **Baden-Württemberg MINT College** is another institution with a specific target group addressing multiple diversity dimensions. It offers tutoring for newly enrolled students in the STEM subjects of mathematics, computer science, natural sciences and engineering. It was founded in 2010 as a cooperative institution of the Karlsruhe Institute of Technology (KIT) and the University of Stuttgart and emerged from the program “Study Programs of Individual Pace” run by the Ministry of Science, Research and the Arts of Baden-Württemberg (MWK). It was funded by the Ministry from 2011 to 2016. In addition, it received funding through follow-up projects of the MWK and the federal-state program “Quality Pact for Teaching” of the Federal Ministry of Education and Research from 2011 to 2020. Since August 2021, the MINT College has also received funding as part of the project “Digital Teaching and Learning at the University of Stuttgart” together with other institutions of the University of Stuttgart. The MINT College addresses the issue of students dropping out of their degree programs early during the critical initial phase where fundamentals of STEM subjects are taught. The College’s courses aim to facilitate the transition between school and university. They also help to build a shared academic foundation between participants from different backgrounds (such as immigrants and refugees) who may begin their studies with vastly divergent prior knowledge. In addition, one of the main goals of the College is to incentivize and support women wishing to pursue a degree in the STEM field. Depending on their previous knowledge, prospective students can choose between compact courses, such as the three-week preliminary course, and full preparatory courses with a duration of one or two semesters. Students can also take courses alongside their studies where they are given intensive exercises in small groups to build knowledge. The extensive range of courses offered by the MINT College support students both before and during their studies. All courses are closely coordinated with the respective study programs. Additional exam preparation courses as well as training in key qualifications such as academic methods, time management and self-organization are also available. Each semester, more than 1,000 participants attend the MINT College’s courses at the Stuttgart location. The College employs around 20 highly qualified lecturers to support students in preparing themselves for their studies. As described in chapter 1.3.1, the percentage of male students at the university is significantly higher than that of female students. This also applies to the participants of the courses at the MINT College. The following table presents a selection of courses offered and provides an overview of the number of participants (Ps) over the past two years:

MINT College course offer	Total number of Ps	Percentage of female Ps	Percentage of male Ps
2021 preliminary courses	1765	34%	66%
WS 2021/22 semester courses	1074	33%	67%
WS 2021/22 open learning room (offer accessible without registration)	300 (average participants/week)	no data available	no data available
SS 2022 semester courses	1068	35.5%	64.5%
SS 2022 open learning room (offer accessible without registration)	365 (average participants/week)	no data available	no data available
2021 orientation semester (for prospective students)	46	52%	48%
2022 orientation semester (for prospective students)	39	41%	59%
SS 2021 preparatory courses	77	57%	43%
SS 2022 preparatory courses	46	54%	46%

Source: Baden-Württemberg MINT College, Stuttgart branch, as of September 2022.

The figures for the preliminary courses, semester courses and open learning space reflect the total number of course attendances, not the number of participants. The figures for the orientation semesters and the preparatory courses refer to the number of participants.

Further preliminary courses are offered as part of the **preparatory course for the humanities** available to students pursuing degrees in English, History, Art History and Philosophy. In 2019, before the outbreak of the coronavirus pandemic, 365 students, or 59 percent of first-year students in these degree programs, took part. The exact breakdown for 2019 is as follows:

Participating degree programs	Registrations for the preparatory course	First year students in total	Percentage of first year students enrolled in preparatory course
English	137	187	73%
History (excluding students from "Geschichte. Zeit - Raum - Mensch" (History. Time - Space - Humanity))	89	124	72%
Art History	55	103	53%
Philosophy	84	204	41%
Overall	365	618	59%

Source: Preparatory course for the humanities, as of: August 2022.

The Studierendenwerk Stuttgart also offers numerous services in close cooperation with the university that will not be covered in more detail in this report. More information is available on the website www.studierendenwerk-stuttgart.de.

1.5.2 Gender

The University of Stuttgart is committed to fostering equal opportunities for women and men in learning, research and teaching as well as in administration. Following the principle of gender mainstreaming, all members of the university should reflect the different personal circumstances, situations and interests of all, regardless of gender, in their thinking and actions. Gender refers to the social gender of a person, not to the biological sex.

Due to the strong scientific and technical orientation of the University of Stuttgart and the relatively low proportion of women among students and academic staff, as already mentioned in chapter 1.3, special attention is paid to gender equality. The **Gender Equality Officer** primarily represents the interests of students and researchers at the University of Stuttgart and is supported by the team of the Gender Equality Office. The **Faculty Gender Equality Officers** serve as direct points of contact in the faculties, assisting faculty members with subject-specific questions as well as challenges and difficulties. They equally receive support by the Gender Equality Office. Their collaborative efforts are aimed at implementing concrete measures in line with legal requirements for gender equality and other guidelines such as the "Research-Oriented Equity and Diversity Standards" of the German Research Foundation. Numerous individuals are working on the development, implementation, monitoring and evaluation of strategic concepts and additional target group-specific offers, projects, measures and activities addressing gender inequality.

The dedicated **Gender Equality Office** assists the work of the Gender Equality Officer who takes on this role in addition to their regular duties. It is an office of assistants to the Chancellor in the Central Administration and follows the Gender Equality

Officer's directives in terms of content. It safeguards consistency for the work of the elected post of the Gender Equality Officer, pursues strategic goals and supports students and academic staff at the University of Stuttgart through a variety of projects (STEM school projects for girls since 1998, mentoring programs for women in study and research from 2004-2017, offers to improve the compatibility of studies/work and family since 2003, projects involving female students since 2005) and advisory services. Office staff offer advice to female schoolchildren, students, early career researchers and professors about various career planning options, scholarships and research funding available to them. They also advise all university members, regardless of gender and status group, on the compatibility of studies, work and family and develop concrete solutions when (new) challenges arise. The Gender Equality Office is also the contact point for questions from students and researchers regarding cases of sexual discrimination, harassment and violence, and works closely together with the competent contact persons, who are introduced in further detail below.

In recent years, the Gender Equality Office has further initiated and implemented various offers and projects that support women throughout all phases of their academic life and career development. These include, for example:

- Participation in **Girls' Day** (central participation organized by the Gender Equality Office, since 2005; the University of Stuttgart is currently the largest participant in the Stuttgart region),
- The **TryScience** student orientation and mentoring program (offered in its current form since 2016; preceded by the targeted projects "Try out university!" for female high school students (1997/98 to 2015) and "Technology needs diversity" for female schoolchildren with and without a migration background (2012-2015); TryScience was awarded the seal "Best Practice" by the Stifterverband in February 2020 during the STEM challenge "empowerMINT – Talent knows no gender")
- The mentoring program **StartScience** (since 2012),
- The Femtec career building program (since 2005),
- The spring school meccanica femminile (since 2011) and
- The "**Certificate Gender and Diversity**", as mentioned earlier amongst measures spanning multiple diversity dimensions.

Furthermore, gender-sensitive mentoring programs for doctoral students, postdoctoral students and junior



professors as well as various "*women only*" formats are offered via the **Graduate Academy (GRADUS)**.

In autumn 2022, the Gender Equality Office invited numerous internal and external stakeholders and experts to a "**Gender Week**" with the aim of increasing visibility, raising awareness and providing impulses for constructive exchange within the university. In addition to these activities, there are also smaller campaigns and projects, such as the **calendars** "*Women – in research!*" (2018) and "*Women – in doctoral studies!*" (2022), **video portraits** of successful female scientists and the **Prima! Prize** awarded on a rolling basis by different faculties for the best Master's thesis written by a female graduate – with the aim of providing role models at the University of Stuttgart and motivating students to emulate them.

All these offers, projects and measures are designed to encourage women to pursue degrees in STEM subjects, to systematically recruit and promote female early career researchers at the university, to qualify women for management positions and to increase the percentage of women in professorships. The **Consultant for Gender Equality** employed by the Gender Equality Office is responsible for monitoring progress in this area, among other duties. The gender statistical review compiled by the Consultant for Gender Equality and published yearly by the Gender Equality Officer since 1994 contains all relevant gender-specific data for the university as a whole and individual faculties. For controlling purposes, the Gender Equality Officer also publishes an annual report, which is presented by the Senate and the University Council in a public session. A further achievement of the Consultant for Gender Equality is the development of guidelines for gender-inclusive appointment procedures with the aim of enabling and supporting fair appointment and recruitment procedures. The Consultant also actively supports the Gender Equality Officer in coordinating the monitoring of appointment and recruitment procedures for academic positions.

In 2010, the University of Stuttgart set up the **Service Gender Consulting (SGC)** to implement the "Research-Oriented Equity and Diversity Standards" of the German Research Foundation (DFG). This service facility, which is attached to the Gender Equality Office, advises during the drafting stage of all DFG research proposals with regard to gender and diversity as well as relevant goals and measures. In addition, the staff of the SGC support the establishment of gender-sensitive research and coordinate the pooling of the DFG funds for equal opportunity measures as well as the planning and implementation of concrete equal opportunity measures spanning all research groups. They also help supervisors adapt their leadership style to integrate the principles of gender/diversity mainstreaming. The SGC is also responsible for expanding teaching concepts to include gender and diversity concerns. To this end, the Service Gender Consulting participates in the working group "Gender in Teaching" of the Conference of Equal Opportunities Officers in Baden-Württemberg (LaKoG) and also contributes its expertise to the university's internal working group "Diversity in Teaching". An online self-learning course for members of collaborative research projects entitled "Gender and diversity in

academia: What's my share?" is currently in development. In addition, the staff of the SGC initiate and conduct numerous easily accessible projects in order to raise awareness on the topic of gender equality. This includes, for example, the previously mentioned video portrait series on women in science, exhibitions, lecture series and a gender quiz for events such as the Science Day at the University of Stuttgart. Finally, the SGC (partly in cooperation with other diversity actors at the University of Stuttgart) also developed the **guidelines of the University of Stuttgart on gender-sensitive language** (based on the TU9 guidelines "Recommendations for gender-sensitive language").

The University of Stuttgart considers the diversity dimension of gender to be closely linked to the dimension of life circumstances, including the compatibility of studies, work and private life. The Uni & Family Service, which is also attached to the Gender Equality Office, will be explained in more detail in the following chapter on the dimension of life circumstances.

The **Equal Opportunities Officer** provides advice and support for women in the field of technology and administration at the University of Stuttgart. The position is set up as an office of assistants to the Chancellor, acts independently and supports the university management in the implementation of the Equal Opportunities Act. The Equal Opportunities Officer works towards improving early career and advancement opportunities for women in administrative positions and increasing the proportion of women in areas where they are underrepresented. The Officer also participates in recruitment procedures, particularly in the aforementioned areas. She is also involved in promotion procedures for civil servants. In addition, she works with the Gender Equality Officer to ensure gender equality in terms of membership in official bodies and committees, such as the University Council. She is responsible for the online information and consulting platform *Evermood* (already introduced in chapter 1.5.1) and, like the Uni & Family Service, offers advice on reconciling work and family life. In 2022, she launched the "Networking for Equal Opportunities" initiative. In addition, she contributes her expertise to the development and implementation of measures within the framework of the "audit familiengerechte hochschule" (audit family-friendly university). Since 2011, she organizes an annual women's plenary meeting for employees of the University of Stuttgart, where she provides an overview of her activities and current developments in the field of equal opportunities at the university, and collects information on the needs of her target group. The main goal of these meetings is to facilitate informal exchange.

The University of Stuttgart has decided against merging the positions of the Gender Equality Officer and the Equal Opportunities Officer, as two responsible persons lead to a higher level of expertise concerning the interests of the respective target group(s) as well as increased institutional power. In addition, the respective fields of work would be too extensive for a single position. However, the representatives cooperate closely in tasks concerning both areas.

Both the Gender Equality Office and the Equal Opportunities Officer work closely with the **contact persons for cases of sexual harassment** for all members of the university. There is one female and one male contact person. Both offer advice (in person or anonymously on the online platform *Evermood*), support and mediate between those involved in cases of sexual harassment, offer workshops on the topic, participate in working groups, committees and networks, set up information campaigns (e.g. the LaKoG campaign “Drawing a Line”) and compile reports on their activities. The two contact persons work on a voluntary basis. Individual institutes also have their own contact person for cases of sexual harassment.

In 2021, the University of Stuttgart signed the **declaration “Gemeinsam gegen Sexismus und sexuelle Belästigung” (United against sexism and sexual harassment)**, initiated by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, sending a message against discrimination and for an open and equal society. The **“Guidelines of the University of Stuttgart on the handling of cases of sexual harassment”** further reinforce this commitment. These guidelines are currently being reworked to more extensive **“Guidelines of the University of Stuttgart on the handling of cases of discrimination as well as sexual harassment and sexualized violence”**. (Please note: The new guidelines were finished on 10/25/2022.) Guidelines for those affected, for friends and relatives of those affected and for supervisors are already available online. Further details on these guidelines and resolutions co-signed by the University of Stuttgart are available on the university website. The contact persons for cases of sexual harassment often deal with cases of intersectional discrimination. For this reason, they are in constant exchange with other diversity stakeholders at the University of Stuttgart.

German civil status law was amended at the end of 2018, allowing intersex and intergender people in Germany the option of choosing “diverse” rather than “male” or “female” as their sex marker in civil status entries at the registry office, the so-called “third option”. The relevant legislation refers specifically to intersex and intergender people, excluding, for example, transgender people. At the University of Stuttgart, since April 2022 amendments to an individual’s name and gender have been possible even before a legal name change or amendment of the civil status entry. The temporary “Gender Diversity” working group was set up for this purpose. Since April 2022, the university’s internal IT systems and forms have included four gender categories (female, male, diverse, unspecified). Leaflets and other documents have also been amended accordingly. Since April 2022, a total of 12 people have made use of the opportunity to change their name and/or gender (as of 09/16/2022). To request such an update, individuals must present an identity card in conjunction with a DGTI Supplemental ID, a standardized identification document showing all personal data (first name, pronoun and gender) in the individual’s chosen form and a current passport photo.

By expanding beyond the gender binary, the University of Stuttgart not only fulfills legal requirements, but also takes a further step towards a diversity-oriented, inclusive place of study and work.

1.5.3 Life circumstances

As already mentioned, the University of Stuttgart considers the dimension of “gender” to be closely linked to the dimension of “life circumstances”. Different living situations require different strategies to balance private life and studies or work. For example, students caring for children or relatives, employees continuing vocational training and individuals with voluntary commitments outside the university face a (significant) additional burden.

In order to decrease drop-out rates, attract new students and recruit and retain highly qualified employees, the university relies on a family-friendly environment that can adapt to current demand and takes into account such additional burdens and associated needs.

The University of Stuttgart sees itself as a family-friendly university and is continuously working on refining structures, processes, instruments and measures to reflect this, always with the aim of further improving the study and working conditions within the framework defined by labor law as well as examination and administrative guidelines. All legal requirements (see chapter 1.2, especially LHG Section 4 Para 1 and ChancenG Sections 29 to 31) as well as all measures recommended by the Ministry of Science, Research and the Arts of Baden-Württemberg have been implemented at the University of Stuttgart. The commitment of the University of Stuttgart however goes far beyond this. As early as 2012, it received certification for the first time through the “**audit family-friendly university**”. In 2014, the university signed the **Charter Family in Higher Education**, thereby committing itself to further developing successful existing support services for employees to create a more family-friendly work environment at the university. Re-auditing by the “audit family-friendly university” took place in 2015 and 2018. In 2022, the University of Stuttgart was granted unlimited permission to carry the Europe-wide certificate logo in recognition of its long-term, sustainable HR policy for employees with families and in different life stages. The University of Stuttgart defines family as a community in which social responsibility is assumed in the long term. This includes parents and children, life partners, siblings, grandparents and grandchildren as well as relatives in need of care. For more information on support available to employees caring for grandchildren, children, nieces or nephews and offers targeted towards children in general, please refer to chapter 1.5.4 (“Age”).

Making everyday university life accessible to individuals with families and in different life stages is an integral part of the university strategy, the leadership principles as well as leadership and personnel development measures. Individuals from all departments and areas and from all status groups profit from **flexible study options** (including study-while-working Master's programs using “blended learning”, meaning that about 80 percent of the course content is available online and on-demand, while the remaining 20 percent is taught through mandatory in-person courses; also including extended examination periods for students in standard degree programs caring for family members), **flexible work options**

(including a flexible worktime framework; the option to telecommute and work remotely; part-time apprenticeships), **target group-specific (support) offers** as well as **advisory services**. Nursing and baby changing facilities, parent-child rooms and break rooms (for pregnant people) are available in central locations, and foldable loungers can be borrowed for use in office rooms during pregnancy. To facilitate access to these target group-specific facilities, special maps are available (on the website).

We would like to highlight the **Uni & Family Service**, which was established in 2011 as a central point of contact for all questions relating to balancing studies and/or work and family. It is available to all students and employees of the University of Stuttgart free of charge. It focuses on the following areas:

- Coordinating existing measures and developing further measures to increase the compatibility of work/studies and family life,
- Managing the “audit family-friendly university” project (long-term action plan around the core topics of leadership, care, communication)
- Offering guidance on family issues (especially childcare, but also, for example, maternity leave, parental leave, caregiver leave, flexible study/work options, remote work, financial assistance and business travel with children),
- Organizing childcare offers for employees of the University of Stuttgart (reserved daycare places, holiday care for school children, emergency care; please note: students can make use of the regular childcare services offered by the Studierendenwerk Stuttgart),
- Coordinating the *FamilyNetworks* and organizing network meetings, processing participant requests,
- Representing the university in national/regional networks, in particular in the largest German-speaking network for family policy in higher education, “Familie in der Hochschule e. V.”,
- Participating in initiatives, for example by preparing a contribution on “balancing work/studies and family life during the pandemic” for the 2022 Frauenwirtschaftstage (Women's Economic Days).

The **Dual Career Program** is also of particular importance at the University of Stuttgart, as it serves to support the professional development of highly qualified (junior) professors and their partners through a comprehensive service package with individual measures. This program was launched in 2009 and was initially funded by the Baden-Württemberg Ministry of Science, Research and the Arts. In 2014, it was made a permanent office at the University of Stuttgart. Since then, the service has supported an average of 15-20 *Dual Career Couples* per year. In total, around 225 newly appointed professors and their partners have benefited from the service. This amounts to around 60 to 70 percent of all newly appointed professors. Participants receive support on the following topics:

- Arriving and networking (including city tours, welcome dinners, lunch meetings, dual career soirees, leaflets with practical information),
- Career planning for partners (application strategy, application documents, information on employers in the Stuttgart region, job search, contact persons, access to professional networks, professional development opportunities and language courses),
- Childcare (information on facilities and allocation processes) and school selection (international/multilingual),
- Accommodation (including the arrangement of short-term furnished rentals),
- Advice on other topics (such as residence permits or health insurance).

The Dual Career Service not only cooperates closely with companies and institutions in the scientific and non-university field (including the *Stuttgart Region Economic Development Corporation*), but is also active in numerous professional networks, for example in the “Dual Career Network Germany” (DCND). Another important network is the **university network “dualcareersolutions”**, which was founded in 2009 alongside the Dual Career Program. The University of Stuttgart was responsible for setting up the network and still coordinates it to this day. This unique network has grown to 14 member universities in the regions of Stuttgart, Tübingen, Heilbronn, Schwäbisch Gmünd and Ulm.

We would also like to highlight the research project “LGBTTIQ in Baden and Württemberg. Living environments, repression and persecution during the National Socialism era and in the Federal Republic of Germany”. It was set up in 2014/15 by the Institute for Contemporary History in Munich/Berlin and the Federal Foundation Magnus Hirschfeld and seeks to illuminate the living realities of lesbian, gay, bisexual, transgender, intersex, intergender and queer people in Baden-Württemberg from 1919 to the 1970s. The project is a cooperation between the University of Stuttgart, the Ludwigsburg Research Center, the Federal Foundation Magnus Hirschfeld and the Institute for Contemporary History. When the research project began, no state in Germany had yet examined the entire region according to specific criteria, which not only makes this cooperation a pilot project, it also makes the University of Stuttgart a pioneer in the field.

1.5.4 Age

Age heterogeneity is another characteristic of diversity at universities, with the University of Stuttgart being no exception. The age average is 24 years amongst students, just under 41 years for employees in administrative positions and around 41 years for employees in academic positions.

This diversity dimension currently has the lowest number of targeted offers and measures. This is due to the fact that demand in this area is significantly lower than in other areas and therefore fewer offers, projects and measures have been

implemented. New measures are generally developed at the University of Stuttgart on a needs-oriented basis and in cooperation with the affected parties.

Amongst offers targeted towards young persons, we would like to highlight the **Fehling Lab student laboratory**. It was launched as a joint project between the University of Stuttgart and the University of Hohenheim and celebrated its 20th anniversary in 2022. The Fehling Lab was founded as a student laboratory for natural sciences (especially chemistry) as well as a training center for educators and teachers. Every year, around 6,000 children and young people visit this facility to gain insights through a wide range of simple or complex experiments.

The Fehling Lab also participates in the Employee Children's Day (**MiKi Day**) of the University of Stuttgart, which is organized under the leadership of the Equal Opportunities Officer and is aimed at children, grandchildren, godchildren, nieces and nephews of employees between the ages of 8 and 12. This campaign day, which had to be canceled during the two pandemic years, offers children a great variety of activities. It was launched in 2012.

The **Kids' University** is also aimed at children between the ages of eight and twelve and offers one or two lectures for this target group each semester. Lectures are given by professors on a wide range of topics and last about an hour. This project is run in cooperation with the University of Hohenheim, and has been in place since the 2007/08 winter semester. During the coronavirus pandemic, it continued in an online format. Since the summer of 2022, the Kids' Uni has moved back to in-person lectures.

The Gender Equality Office has numerous offers aimed at **female schoolchildren, students and early career researchers**. More information can be found in chapter 1.5.2.

For those who are already in paid employment or have other (family) obligations, the university offers **study-while-working Master's degree courses**. These utilize the "blended learning" concept and offer participants the opportunity to refresh existing knowledge and to pursue new qualifications without having to quit their job.

The **Center for Higher Education and Lifelong Learning (ZLW)** also offers education and professional development opportunities for individuals in employment or in retirement. This includes a wide range of courses under the umbrella of the **Studium Generale ("guest student courses")**, enabling lifelong learning. The lecture series, seminars and workshops form an interdisciplinary program which also includes **intergenerational events**, in which students and guest students of all ages can learn together and gain new perspectives. The offers in the comprehensive course catalogue are open to all. No Abitur or comparable university entrance qualification is required. This opportunity was originally used primarily by individuals in retirement. In recent years, the program has seen increasing numbers of active employees, high school graduates and students from

other universities also participating. On average, 1,100 participants take part in guest student courses every semester.

1.5.5 Health

The University of Stuttgart places a particular focus on the topic of health. For example, an office of assistants to the Chancellor was set up for **Corporate Health Management** (BGM) to ensure healthy working conditions and improve the motivation and performance of employees. It is structurally and strategically integrated into university processes and promotes a university-wide health culture through various targeted measures. The office members also provide guidance on preventing and dealing with addiction, accompany processes in operational integration management (BEM) and offer advice in case of conflicts. The University of Stuttgart has received numerous awards for its Corporate Health Management, which serve to illustrate its outstanding achievements: The university is a three-time winner of the **Corporate Health Award "Special Award Healthy University, Corporate Health Management"** (2015, 2018 and 2020). The University of Stuttgart is also in consideration for this year's award, with the decision due in October 2022. Internal and external networking as well as transparent health reporting are further important building blocks of the BGM's activities and success. The University of Stuttgart's "Steering Committee for Health" brings together management staff from personnel, occupational safety and occupational medical service and the Chancellor, and meets several times a year.

Many people with physical and/or mental impairments study and work at the University of Stuttgart. These impairments can be temporary or permanent part of a person's life. The creation of healthy working and study conditions and the inclusion of people with disabilities and chronic illnesses in all areas of university life are part of how the University of Stuttgart sees itself. The representatives and officers for this target group work together with those responsible for health management and support the university not only in implementing legal requirements, but also in achieving its own set goals for removing barriers to study and work. This includes not only physical barriers in buildings and technology, but also barriers in communication, structural organization as well as methodological barriers affecting the study and work environment.

Various contact points are available for members of the University of Stuttgart with physical, psychological, mental and/or sensory impairments (visual impairments/blindness, hearing impairments/deafness, language and speech impairments) or multiple impairments.

The **Commissioner for Students with Disabilities or Chronic Illnesses** is the contact person for students seeking support due to disabilities or illnesses impacting their studies. Students may face difficulties with examinations (e.g. due to examination duration or multiple examinations in quick succession), submission deadlines or attendance requirements.

Disabilities and illnesses may lead to delays, interruptions and even the discontinuation of studies.

The university has already implemented a number of measures in order to prevent these consequences, reduce study impact and remove barriers. These include:

- Technical aids for users with hearing impairments:
 - The two largest lecture halls at the University of Stuttgart are equipped with induction loops for hearing aids. Induction loops will also be installed in any lecture halls undergoing complete renovation and in new buildings.
 - A project for the comprehensive installation of hearing loops in all lecture halls and seminar rooms is in the planning stages (in cooperation with the relevant university-internal departments). These will enable students with hearing impairments, autism or ADHD to better understand and follow courses.
 - In 2019, the university purchased five mobile hearing loops. They can be borrowed for use from the Commissioner for Students with Disabilities or Chronic Illnesses.
- Technical aids for users with visual impairments:
 - A workstation for users with visual impairments is available in the university library on the Stadtmitte campus.
 - Another workstation is planned for the university library on the Vaihingen campus. It will be installed as part of planned renovation work.
 - Please note: Mobile devices can be requested by students through integration support and are thus not available directly from the university. However, there are often long wait times, meaning that students might lose study time as a result.

Employees with disabilities (regardless of the degree and type of disability) are supported by the **Person of Trust for Disabled Persons**. The person of trust represents the interests of people with disabilities, provides advice and support, and promotes their integration into the university and/or the department. Their main focus areas are giving advice on working arrangements (e.g. remote work, job changes), helping employees prepare for their return to work, planning renovation and building processes, providing support in case of bullying incidents and accompanying BEM processes. They also monitor application procedures including persons with disabilities.

The **Inclusion Officer** serves as an internal contact person for people with disabilities. They maintain contact with official authorities and rehabilitation carriers and work closely together with the Representative for Disabled Persons as well as the Commissioner for Students with Disabilities or Chronic Illnesses. They currently focus on accessible building adaptations, integration wage subsidies, advice on

working arrangements (remote work, job changes), support for BEM processes and providing aids or workplace equipment.

The Inclusion Officer is also the contact person for the “Accessible Campus” working group and is currently in charge of drafting an **inclusion agreement** in cooperation with numerous other (diversity) stakeholders, which should be available by the end of 2022. Based on the agreement, action plans with concrete short-, medium- and long-term measures will be developed.

The **operational integration management (BEM)**, introduced above, has registered around 3,035 employees eligible for BEM support, including 509 persons with a disability, since its inception in 2013. All employees who accrue six weeks of sick leave over a period of 12 months are eligible for BEM. A total of 401 out of all eligible employees requested a consultation. Amongst employees with a disability, 14 percent chose to make use of this opportunity. 1,577 of those eligible for BEM were men, of which 12 percent requested a consultation. 1,456 of those eligible were women, of which 14 percent requested a consultation. There is currently no data on how the frequency of BEM eligibility differs between academic and administrative positions. Similarly, no data is collected on the nationality of those eligible for BEM.

Diversity is an important component of sustainable corporate health management, because the social well-being of employees is just as important as their physical and mental health. An individual’s social well-being is influenced by personal exchange, social contacts and their sense of belonging. In this context, we would like to focus especially on people with an immigration background. Migration affects all aspects of a person’s living situation and can lead to great uncertainty, especially in early stages. Those who are new to Germany may not be aware of existing structures, contact points and offers and face language barriers, which can impede participation in society. Other factors such as a physically demanding job or psychological stress, which may be caused by refugee experiences, can also have a strong impact on health. The 12th report of the Federal Government Commissioner for Migration, Refugees and Integration from 2019 also shows that people with an immigration background generally make less use of preventive healthcare. In addition, the handbook “Social Background and Health” of the German Collaborative Network for Equity in Health and the study “Health in Germany” of the Robert Koch Institute point to the relationship between the social background of an individual and their health and the reduced use of preventive healthcare. Since data protection law strictly limits the use of sensitive health data, the University of Stuttgart collects such data only sparingly.

Students and employees who need information on caring for relatives can contact the **Care Advisor**. This position was created in 2016. In addition to individual support, the care advisor also organizes regular networking meetings on the topic of university und long-term care, together with the Equal Opportunities Officer.

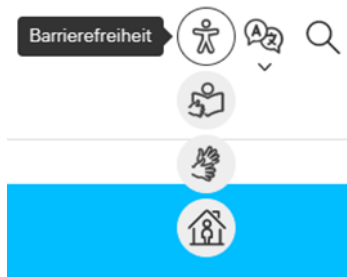
In addition to the contact points mentioned above, numerous other stakeholders (among others the Technical Information and Communications Services (TIK),

University Communications and Personnel Development) are working towards removing barriers at the university. Through the joint working group **“Accessible Campus”**, they develop new solutions, apply for (construction) measures, advise on the planning and implementation of renovation measures, building modifications as well as new construction projects and even on digital accessibility. In addition, they support the setting up of lectures and training courses. The aim of the working group, which was formed in 2015, is to identify barriers at the University of Stuttgart and then initiate appropriate measures to mitigate these.

One of the initiatives launched by the working group was the **cooperation project “Accessible University”** as part of the exercise course on “Building Theory” with the Institute of Housing and Design of the Faculty of Architecture and Urban Planning. During two winter semesters (2016/17 and 2017/18), around 200 third-semester students mapped the barriers and accessibility features in a total of 54 buildings of the University of Stuttgart with particular relevance to students. The results served as the basis for the development of **“building profiles”**, which provide information about barriers inside buildings and offer alternative pathways (enabling users to reach their destination in case of barriers). These profiles can be accessed via the website “Accessibility in buildings of the University of Stuttgart”. In addition, the project results were used to develop a comprehensive catalog of measures to make the University of Stuttgart more accessible. These measures will be implemented gradually.

Only newly constructed buildings at the University of Stuttgart are currently completely accessible. In recent years, there have been intensive efforts to increase accessibility in all other buildings. Nearly all buildings and lecture halls are now accessible. Most lecture halls are now equipped with seats for wheelchair users. For buildings and facilities with remaining barriers, solutions are developed on a demand-oriented basis. The employees of the Technical and Construction Division are given training to increase their awareness of the topic. Accessibility requirements are also codified in a checklist in the Division’s specifications for all construction projects.

The University of Stuttgart has been working on furthering digital accessibility since 2018. In response to the coronavirus pandemic, a working group was set up to draft a handout on improving study and working conditions for students in special circumstances (see chapter 1.5.1, handout “Students in special life situations in times of corona. Guidelines for (online) teaching 2.0 WS 2020/21”). Members of the University of Stuttgart have access to numerous training opportunities and explanatory videos. These provide guidance on how to improve the accessibility of Word and PDF documents, PowerPoint slides or even web pages. A website for teachers with information on creating accessible teaching materials has also been set up.



Navigation symbols on the website of the University of Stuttgart

Certain sections of the website of the University of Stuttgart can be accessed in plain German and sign language. The building symbol (see image) links directly to the previously mentioned page “Accessibility in University of Stuttgart’s buildings”.

A detailed list of training opportunities, which also includes other aspects such as caring for a relative, can be found in chapter 1.5.1. As the *Evermood* platform was already introduced in chapter 1.5.1, we will not go into further detail here. Finally, we would like to briefly mention the **University Sports** courses. Further information is available on the University of Stuttgart’s website.

1.5.6 Social background

In Germany, the factors of socio-cultural and socio-economic background still have a large impact on participation in education. An individual’s social background may play a part in whether they enroll in university at all, but also in which course of study they choose, regardless of their skills and intellectual abilities. While 74 out of 100 children with university-educated parents apply to study at a university themselves, only 21 out of 100 children from non-academic families apply. These figures are taken from the 2020 Higher Education Report of the education initiative “Zukunft machen” (Shaping the future). The gap becomes even more pronounced when looking at students who successfully finish their undergraduate studies and/or seek a Master’s degree or doctorate. Overall, students with parents who did not study at university are much less likely to obtain a university degree themselves. The socio-cultural and socio-economic background of students can have a significant influence on academic success (for example, a student may choose to give up their studies to take up employment if their financial situation demands it). In addition to financial difficulties, some students may lack access to information and/or may not know anybody who has experienced university themselves and can act as a role model in this regard. This can lead to uncertainty when deciding whether to enroll in university and whether to continue a course of study. It is also important to note that students from underprivileged environments go through an acculturation process in the education system, in which they often have to adapt to new behavioral norms – and may try to conceal parts of themselves in order to avoid others viewing their background negatively. This deliberate distancing and sometimes even alienation from one’s own background, combined with the feeling of (initial) non-belonging in the academic environment, can give rise to inner conflict.

The **“Education and Social Inequality” working group** was set up in February 2017 as an open discussion group at the Faculty of Humanities in order to develop suitable measures to reduce access barriers and study difficulties caused in connection with social background. Members from within and without the faculty meet two to three times per semester and occasionally on an ad-hoc basis to develop and implement new offers, projects and measures to mitigate the effects of social inequality in the education sector. As already mentioned in chapter 1.3.1, around 40 percent of students at the University of Stuttgart are first generation students. A survey of the nine state universities in Baden-Württemberg found that between 36 percent and 53 percent of graduates came from non-academic families. It can therefore be assumed that the diversity dimension of “social background” is second in size only to that of “gender” at the University of Stuttgart – whilst also being the most “invisible”.

To counteract this, the working group focuses on increasing awareness about the impact of socio-cultural and socio-economic backgrounds. Another important focus area is the examining of existing cultural educational norms. Teachers and mentors must receive training on the subject, with a particular focus on the humanities. For this purpose, the working group drafted a **discussion paper “Social Inequality and Study”** which was published in April 2018. There is also a mailing list for anyone interested in the topic. The members of the working group have also set up various diversity-related offers for students, helping them identify potential deficits, manage these and work on reducing them. This includes support in planning, social counseling, as well as the preparatory courses already described (in chapter 1.5.1), demand-oriented crash courses and peer-to-peer offers, some of which will be briefly introduced below.

“Rookie meets Pro” is an example of a peer-to-peer offer for students in the humanities. It was introduced in the 2018/19 winter semester with the aim of helping students, especially first-year students from non-academic households, settle in at the University of Stuttgart. At the same time, mentors from higher semesters are encouraged to reflect on how the university experience differs for first generation students. Information events (on studies, internships, career planning) and cultural events (introducing arts and culture in Stuttgart) as well as workshops for mentors (“Pros”) are offered as part of the program. “Pros” can have their participation credited as a subject-related key competency (in Bachelor’s programs) or as a supplementary educational science module (in Bachelor’s teaching degree programs as well as for students who are not enrolled in the Faculty of Humanities). Participation in the program increased steadily over the years until the coronavirus pandemic, which led to decreasing numbers. In the 2021/22 winter semester, 163 students took part.

The **lecture series “Meine Uni und ich” (My university and me)** offered by the Faculty of Humanities provides information on everyday student life – from financing and academic writing to the transition from undergraduate to graduate programs as well as international exchange opportunities, internships and final theses. Lectures also introduce counseling offers and leisure activities (including University Sports) as

well as opportunities for student engagement at the University of Stuttgart. Three to four courses on these topics have been offered every semester since the 2020/21 winter semester. Depending on the topic, participant numbers range from 5 to 80. The project is managed by the staff of the preparatory course for the humanities (GWP).

In order to address knowledge deficits and prepare students for successful academic writing, a **“Toolbox für geisteswissenschaftliches Arbeiten” (Toolbox for academic writing in the humanities)** was set up in the 2019/20 winter semester. The toolbox includes three to five humanities crash courses per semester, which are available in addition to the numerous mini-courses offered by the writing center. It is an easy access offer of the GWP in cooperation with the writing center and the participating institutes of the Faculty of Humanities, which is primarily aimed at students in the humanities and can be completed at any time during a degree program. Courses typically have between 5 and 20 participants.

In the 2022 summer semester, the first **“Writing Camp”** was offered in cooperation with the writing center and subject representatives of the Faculty of Humanities to support students in writing academic papers (term papers, final theses). In addition to workshops, writing rooms were also provided for the participants. There were between 3 and 10 participants per event. A total of around 60 students registered for the writing camp.

To support students from disadvantaged social backgrounds who face additional educational challenges, the University of Stuttgart has set up the **project “POWERst – emPOWERing first generation STudents”**. The university heads a consortium made up of ERASMUS+ Strategic Partnerships and cooperations with the *Sciences Po Bordeaux* and *Amsterdam University Medical Centers* as well as the *YES Forum*, a European network of numerous institutions. The initiative ArbeiterKind.de, an important cooperation partner of the University of Stuttgart, is an associated partner of this EU project, which is funded by the DAAD national agency. The aim of POWERst is to facilitate access to higher education, especially for first generation students, to improve study conditions and to show students possible paths to success. What makes this project unique is that “university pioneers” from non-academic households participate in shaping its direction right from the start. Project materials are also used to educate employees and teaching staff at participating universities on the topic and to provide them with tools they can implement at their own place of work. In February 2022, a university-wide survey on the educational background of students and employees was conducted. The survey was prepared by the “Education and Social Inequality” working group. The results were presented at the beginning of September 2022 as part of the “POWERst-Summer School”, which brought together students from the participating universities at the University of Stuttgart. The “Summer School” included learning sessions, workshops, opportunities for exchange as well as offers for empowerment, and gave participants the opportunity to work together to develop ideas for the future. In addition to the aforementioned working group, other participants in the POWERst

project include the Institute of Social Sciences, the Graduate Academy (GRADUS), the Office of the Rectorate, University Communications and the Language Center. The project will run for two and a half years.

Students and employees of the University of Stuttgart who need support in dealing with (class-based) discrimination can reach out to the contact persons listed under 1.5.1. The initiative ***ArbeiterKind.de – Für alle, die als Erste in ihrer Familie studieren*** pairs students who are the first in their family to pursue a university degree with mentors who can help with questions about studying at university.

1.5.7 Nationality and Culture

The University of Stuttgart attracts students and researchers from all over the world. International students make up 22.4 percent of the student body, one of the highest percentages among full universities in Germany. 16.2 percent of employees are foreign nationals. Due to a lack of data there are no precise figures available for students and employees of German nationality with a so-called migration background. As most students come from the city of Stuttgart and its surrounding areas (see chapter 1.3.1) with one of the largest proportions of people with a migration background amongst German cities, it can be assumed that there is also a relatively high proportion of people with a migration background among students and employees. With people of 185 nationalities living in Stuttgart, the proportion of citizens with a migration background is around 44 percent, and amongst young people, one in two has an international background.

Internationalization and global networking are top priorities of the University of Stuttgart and are actively practiced and expanded: Numerous cooperations, partnerships, institutional agreements and formal exchange programs with universities around the world are proof of this. The university currently participates in the following cooperations/partnerships across six continents:

- North America: 17 direct partnerships, 6 country programs involving more than 60 universities
- Latin America: 28 cooperations
- ca. 240 partnerships in 32 countries
- Africa: 4 cooperations
- Asia: 22 cooperations
- Oceania: 10 cooperations

We would like to highlight the **collaborative TRAINME project** aimed at strengthening dual education systems in South Africa through bilateral training and further education with the support of the University of Stuttgart and other cooperation partners. Between 2018 and 2021 South African vocational school teachers (in training) attended classes introducing new technologies and digital

teaching methods. The Department of Vocational Education focused on Teaching Technology at the Institute of Educational Science of the University of Stuttgart was responsible for the subject didactics and pedagogical as well as psychological aspects. In addition to scientific, didactic and pedagogical skills, participants also developed the technical skills relevant to the prevalent technical equipment and learning infrastructure in South Africa.

The University of Stuttgart also contributes actively to the global scientific community through national and international networks, for example the TU9 alliance, the European association of leading technical universities CESAER (Conference of European Schools for Advanced Engineering Education and Research) and the *European University Association*, the largest association of European universities and universities of applied sciences.

In 2016, the University of Stuttgart was awarded the **“Internationalization of Universities” certificate** after an audit by the German Rectors’ Conference (HRK) to further define and develop the university’s approach to internationalization.

The processes of internationalization at the University of Stuttgart are bundled and managed by the **Steering Committee Internationalization** (SCI) under the leadership of the Vice Rector for Diversity and Internationalization. This advisory body is intended to offer institutional and structural support to the internationalization of the University of Stuttgart and derives its tasks from the internationalization strategy and the objectives and operational measures formulated therein. The SCI is made up of the Vice Rector for Diversity and Internationalization, who represents the Rectorate, and representatives of the ten faculties. In addition, the International Office, the Division of Students’ and Doctoral Affairs, the international degree programs, the Language Center, mid-level faculty and the *stuvus* Student Council are also represented in the committee. One of the aims of the committee is for its members to act as multipliers within their area or institution.

The University of Stuttgart contributes to the internationalization of the city of Stuttgart through a diverse and increasingly **international range of degree programs** adapted to its competitive and globalized environment. In 1983, the University of Stuttgart started offering international English-language Master’s programs. In addition, a German-French Bachelor’s/Master’s program (Bachelor of Social Sciences; Master of Arts Empirical Political and Social Research) is also available. The German-French Social Sciences program of the University of Stuttgart and Sciences Po Bordeaux celebrated its 25th anniversary in 2022. Several double Master’s programs are currently run in cooperation with universities from Sweden, France, Spain, the Netherlands, Romania, Australia, China, Japan, Malaysia, USA, Canada, Brazil and Egypt.

The aim of the University of Stuttgart is to foster the development of innovation, responsibility as well as cross-cultural thinking and engagement amongst its members. The university has implemented numerous offers to support this goal. Various offers relating to diversity education have already been presented in chapter

1.5.1. Along with further offers which will be introduced below, these are intended to anchor and strengthen the university's "welcoming culture", better prepare participants for international exchanges and help them gain profitable experiences through international mobility. All target groups have dedicated contact points, some of which are introduced below. The broad spectrum of contact opportunities illustrates the University of Stuttgart's dedication to the topic.

The central contact point for (international) students is the **International Office (IO)** which offers professional advice and support. The office oversees and coordinates programs, consultations and events for international students and researchers at the University of Stuttgart as well as students and employees of the University of Stuttgart who want to go abroad. Exchange participants can receive help from the International Office with paperwork (before, during and after a study or research exchange), social and financial matters (e.g. advice on personal and/or financial difficulties) and questions about studying and living in Germany (e.g. immigration law, relocating family members, insurance and/or the healthcare system). In addition, employees provide information on opportunities for intercultural exchange, scholarships, partner universities, stays abroad and double degree programs. There are also various German courses on offer for international students (pre-degree German courses for students preparing for a DaF test, short- and long-term courses⁴). The International Office also contributes to the culture of international friendship and cross-cultural exchange at the two campus locations.

The **Language Center** also offers German courses (for enrolled students), primarily during the lecture period. We have already outlined the extensive and varied selection of courses available at the Center to all members of the University of Stuttgart in chapter 1.5.1. We would like to once again highlight the "**Certificate of Intercultural Competence and International Actionability**" (ZIKIH) as already introduced in chapter 1.5.1.

The **Intercultural Mentoring Program** celebrated an important anniversary this year. For the past ten years, since the 2012 summer semester, this program has been pairing international students with (international) student mentors. The program is highly interdisciplinary and includes participants from all ten faculties of the University of Stuttgart. The initial target group consisted of students in German-language degree programs and was later extended to include students in English-language programs, with additional dedicated personnel. The program was created with the aim of making it easier for international students to get settled in at the University of Stuttgart and thus reducing the drop-out rate. The drop-out rate among international students (i.e. students of foreign nationality who received their university entrance qualification outside of Germany) is relatively high in Baden-Württemberg – 45 percent in Bachelor's programs and 29 percent in Master's

⁴ Short-term intensive courses are offered outside the lecture period, from the beginning of September until the start of the lecture period, every day from Monday to Friday. Long-term courses build on these and take place once a week during the semester.

programs.⁵ Precise figures for the University of Stuttgart are not available. One of the main goals of the Intercultural Mentoring Program is creating opportunities for students of different cultural backgrounds to meet. Over the past ten years, a total of 1,585 tandem pairs have been formed. Participant numbers have remained stable at around 100 pairs per semester (during the coronavirus pandemic the numbers were significantly lower at around 40 pairs per semester). In addition to the more than 3,000 tandem partners, numerous other students who could not be paired with a tandem take part in the accompanying activities every year. During the 2017/18 winter semester, the program recorded record participant numbers with 105 tandem pairs. Amongst the mentors are many international students who have at least a C1 level in German and want to pass on their own experiences. In 2019, an anonymous survey was conducted among all former and current participants (mentees and mentors) of the program. The response rate was around 36 percent. Participants gave overwhelmingly positive feedback, illustrating the success of the “hand-picked pairing” method, which is unique in Germany, as well as the intensive support and supervision provided by the team of coordinators. Respondents were highly satisfied with the support given during arrival and orientation, the establishment of social contacts, the improvement of German skills (among the mentees) as well as cross-cultural experiences (among the mentors). The program is primarily aimed at international full-time students and generally has a duration of one semester per tandem pair.

In the 2021/22 winter semester, 41 percent of mentees were female and 59 percent were male. 18 percent were in undergraduate programs and 82 percent were in Master’s programs. By far the biggest country of origin for international mentees was India (24.6%), followed by the People’s Republic of China (11.5%) and Turkey, South Korea and Iran (with 6.6% each). In total, there were participants from 24 countries of origins. Looking at developments in recent years, participant numbers and main countries of origin during the 2020/21 winter semester were very similar to those of 2021/22. In the 2019/20 winter semester, 43 percent of mentees were female, 57 percent were male, 24 percent were enrolled in an undergraduate course of study, and 76 percent were enrolled in a Master’s program. Participants came from 28 different countries of origin, with the People’s Republic of China representing the largest group with 37 percent of the participants, followed by India with around 11 percent and Turkey with a good eight percent.

On the mentors’ side, in the 2021/22 winter semester 42 percent were female and 58 percent male. The distribution between undergraduate and Master’s courses was almost equal with 49 percent and 51 percent respectively. 76 percent of the mentors

⁵ Current figures from the German Center for Higher Education Research and Science Studies in: DAAD (German Academic Exchange Service) study: “Problemlagen und Herausforderungen internationaler Studierender in Deutschland. Ergebnisse einer qualitativen Vorstudie im Rahmen des SESABA-Projekts (Problems and challenges facing international students in Germany. Results of a qualitative preliminary study as part of the SESABA project)”, [veroeffentlichungen_vorstudie_pineda_2018.pdf\(daad.de\)](#), December 2018, p. 5. Last accessed on 09/16/2022.

were German. There were nine other countries of origin including Turkey, Syria and China. In the 2020/21 winter semester, almost 38 percent of mentors were female and around 62 percent were male, there was an even split between undergraduate and Master's students and no major shift in the main countries of origin: Almost 72 percent of mentors were German nationals. In addition, there were mentors from 17 other countries of origin, including Turkey and India. In the 2019/20 winter semester, there were exactly as many female as male mentors, 48 percent were enrolled in an undergraduate course of study and 52 percent in a Master's program. 74 percent of the mentors were German and mentors came from 18 other countries of origin, with Egypt and Tunisia being followed by Brazil, Syria, Turkey and Russia. The decline in the number of foreign nationalities involved in mentorships is due to the coronavirus pandemic, which has made studying abroad more difficult.

The international **buddy program ready.study.stuttgart** is another program offered by the International Office aiming to support international students during their first few weeks in order to reduce the drop-out rate. It was set up in 1999 by the University of Stuttgart in cooperation with the Studierendenwerk Stuttgart and has been run as a cooperative project since then. The program facilitates the pick-up of new students at Stuttgart airport or main train station and accompanies them throughout the first days after arrival and the completion of necessary paperwork at the municipality and the University of Stuttgart. In addition, around ten social events open to anyone interested are organized throughout the semester by buddies. Assistance with official paperwork is primarily aimed at exchange and program students, i.e. students who only stay at the University of Stuttgart for a limited period of time. The pick-up service and social events, on the other hand, are available to all international students. The buddy program ready.study.stuttgart does not provide intensive individual support like the semester-long tandem partnership of the Intercultural Mentoring Program. In 2021, 86 students from the University of Stuttgart participated in the program as buddies, supporting around 160 international students. This represents an increase compared to the year 2020, a year heavily impacted by the coronavirus pandemic, in which about 75 student buddies accompanied around 80 international students. In 2019, the figures were even higher, with 114 buddies and around 170 international students. A short film on this program showing how it facilitates students' arrival in Stuttgart can be accessed via the University of Stuttgart website.

The **"Welcome Campus for Refugees"** program is especially aimed at prospective students with refugee backgrounds. In order to facilitate a quick and smooth arrival and orientation in everyday university life, the coordination office offers information (on topics such as the German higher education system, academic (re)entry, course structure, funding offers and internships, networking, language courses and intercultural (social) activities) as well as personal advice. The office also coordinates target group-specific offers and projects such as study preparation programs. The university also participates in the DAAD-funded program **"Integra - Integrating Refugees in Higher Education"**, which was set up in January 2017 and will continue until the end of 2022. A total of 365 refugees took part in the preparatory language

courses offered through this program. 271 of participants were men and 94 were women. The high proportion of men is due in particular to the fact that during the first years of the program, there was increased immigration from Syria as an area of ongoing armed conflict and many of the prospective students amongst the refugees were men. However, the proportion of women participating in the program has steadily increased. Among Ukrainian program participants, for example, 88% are currently women. The main countries of origin of refugees participating in the Integra program are (in order of frequency): Syria, Turkey, Ukraine, Afghanistan, Iraq, Iran, the Palestinian territories, the Gambia and Cameroon. A survey conducted in 2021 among the participants showed that their ages mainly ranged between 26 and 35 years, which is significantly above the average age of students in general. While many of the participants fleeing from armed conflict in Syria or Ukraine, for example, were and are young people, other participants have other reasons for fleeing and some already have university degrees and professional experience. A large majority of those who took part in the survey had already been enrolled in a university before arriving in Germany; many already had a Bachelor's degree and some a Master's degree. In addition, some were already enrolled in degree programs at the University of Stuttgart (mostly undergraduate) in parallel to the preparatory course. With a response rate of 24 percent, the survey results provide insight, but are only representative to a limited extent.

In addition, we would like to highlight two student initiatives for and with refugees: The Freundeskreis Flüchtlinge (Friends of Refugees) of the University of Stuttgart and the "Begegnungsraum" (Meeting Room).

The **Freundeskreis Flüchtlinge of the University of Stuttgart (FFUS)** was founded in 2016 with the aim of supporting refugees during their arrival in Stuttgart and at the University of Stuttgart, and facilitating intercultural encounters in order to learn from each other. During the coronavirus pandemic, for example, members of the officially recognized university group conducted bilingual tutorials (German-Arabic) in technical subjects, helping prospective students build upon the material taught in their country of origin to acquire the specialist knowledge required for studying at the University of Stuttgart. Tutorials also focused on effective ways of communication in the academic environment. A **pool of voluntary interpreters** was also set up through this initiative.

The "**Begegnungsraum**" also started as an initiative and is now a registered association. Located in the heart of Stuttgart and directly neighboring a shared accommodation for refugees, the pavilion serves as a central, independent meeting place for residents of Stuttgart with different ethnic, cultural, linguistic, religious and ideological backgrounds. Activities at the meeting room range from creative and learning offers, forums for information, discussion and advice, to cultural events and open space formats. The "Begegnungsraum" was opened in 2017 and in the following year was awarded a second place Welcome Prize, endowed by the Federal Ministry of Education and Research (BMBF) and the DAAD (German Academic

Exchange Service), in recognition of its achievements as an outstanding student initiative for the integration of refugee students at German universities .

2017 also marked the opening of the **Welcome Center for international researchers**. This is a permanent advice center for international researchers at the University of Stuttgart. The center offers both individual advice as well as opportunities to connect with other international and German researchers on an academic and personal level. To facilitate these offers, the Welcome Center cooperates with many other institutions inside and outside the University of Stuttgart. Since its inception, around 500 postdocs, visiting researchers and visiting professors as well as numerous host institutes have reached out to the center for advice. The service is voluntary and is mainly used by third-country nationals seeking guidance on topics such as residence law. During the coronavirus pandemic, services were refocused towards new challenges. The center had to contend with frequent changes in entry and quarantine requirements as well as flights canceled at short notice, which meant researchers could not leave the country despite their residence permit expiring or their rental contract ending. The responsible member of staff has since set up a network with other advisors for international researchers from universities around Germany in order to develop suggestions for improvement to be submitted to the relevant ministries with the support of EURAXESS Germany.

The University of Stuttgart's English-language **podcast "Made in Science"** is an (international) PR initiative. It is hosted by the Senior Advisor International Affairs, who invites **international guests** to talk about their relationship to science, about what inspired them and shaped their personalities. All guests are former or current students and researchers at the University of Stuttgart. The podcast covers a wide variety of topics and episodes vary in length from around 20 to 50 minutes.

To conclude this section, we would like to stress that the University of Stuttgart does not regard "culture" as a homogeneous or self-contained entity. As has been emphasized again and again in the previous chapters, the focus is on individuals with their diverse characteristics and multiple spheres of belonging (e.g. country and region of origin, age group, social background and work culture) as well as their coming together at the University of Stuttgart as a place of study and work. Ultimately, the university as a cross-cultural structure provides a socio-cultural space where it is always "only" individuals who meet, never entire cultures.

1.5.8 Professional orientation

Despite its strong technical orientation, the University of Stuttgart houses an extraordinarily wide range of academic disciplines and subject cultures, which include not only engineering and natural sciences, but also the humanities as well as economics and social sciences.

Members of the University of Stuttgart bring with them a broad spectrum of approaches, perspectives, experiences, competencies and (social) networks of various kinds, which in combination with the diversity of subject cultures can bring

both personal enrichment as well as a wealth of creativity, unconventional solutions, innovation and therefore great success to the university as a whole.

It is precisely this potential that the University of Stuttgart has recognized and formalized with the **“Stuttgart Way”**, a principle for practiced inter-/transdisciplinarity based on cutting-edge disciplinary research. This principle is now the university’s trademark.

Studying and working at the University of Stuttgart is characterized by a foundation of networking and cooperation between complementary disciplines across disciplinary and institutional boundaries as well as cooperation between research and administration. This approach also contributes towards the University of Stuttgart achieving its vision of being a leading university in the field of intelligent systems and at the same time acting as an intelligent system itself. By bringing all these individuals together, the university is able to create and pass on knowledge for a responsible shaping of our common future.

At the same time, each individual benefits from this inter-/transdisciplinary cooperation that opens up new horizons for all those involved. Personal (research) perspectives and research/work styles are made subject to constant reflection.

Numerous institutions at and around the University of Stuttgart live and promote interconnected top-level research and teaching and initiate or shape relationships with other universities, non-university (research) institutions as well as partners from business and society. Examples include the **Institute for Diversity Studies in Engineering** as well as the **cross-faculty excellence clusters SimTech and IntCDC** introduced above. The University of Stuttgart also maintains close cooperative partnerships between science and industry, for example on the **ARENA2036 research campus** (ARENA – Active Research Environment for the Next Generation of Automobiles), a 10,000 square meter high-tech center at the university.

There are a large number of **interfaculty research institutions** that can be accessed via the website of the University of Stuttgart. We would like to highlight one institution by way of example: The International Center for Cultural and Technological Studies (IZKT), which brings together researchers from various disciplines and non-university partners from Stuttgart through events and innovative research formats, thereby supporting the two-way transfer of knowledge between the university and the public. Founded in 2002, this highly acclaimed pioneering institution represents “the University of Stuttgart's window into urban society”.

The **interfaculty teaching institutions** also contribute to knowledge exchange, among them the Center for Higher Education and Lifelong Learning (ZLW), introduced above, with the Studium Generale, which functions as an interface between science and society, between university and city. Through its services, the center actively promotes networking between different subject areas and facilitates dialog between individual academic disciplines.

Additional support is available through the doctoral programs geared towards doctoral students from Germany and abroad working in inter-/transdisciplinary research environments, the Graduate Academy (GRADUS) with a wide range of information, qualification, consulting and mentoring services, as well as the Graduate School GSaME (Graduate School of Excellence advanced Manufacturing Engineering). The latter was founded in 2007 as part of the Excellence Initiative and has established itself as a central scientific institution of the University of Stuttgart.

In order to involve faculties more strongly in diversity processes and to facilitate tailor-made, needs-based offers, a **diversity fund** was set up in 2022, distributing material resources for implementing diversity activities to faculties. All ten faculties took part in the call for proposals, submitted an application and received approval, and are currently working on implementing their planned measures – in part in cross-faculty cooperation. The project ideas included exhibitions and guest lectures, workshops and excursions as well as surveys and (two-minute) videos.

The project of the faculties “Civil and Environmental Engineering” and “Management, Economics and Social Sciences” features interdisciplinary cooperation and will be briefly introduced below. As part of a cooperation with the Hochschule für Kommunikation und Gestaltung HfK+G (University of Applied Sciences for Communication and Design), students from the “Typography/Layout” and “Cross Media” classes at the HfK+G participated in a design process including interview with members of the University of Stuttgart to develop poster motifs framing diversity in an artistic way in the 2022 summer semester. The posters contain specially developed typographies and visual elements. The results will be exhibited at a public vernissage at the University of Stuttgart at the end of October 2022. A selection of these posters will then be displayed on the two campus locations of the University of Stuttgart to make diversity visible and raise awareness.

2 Development goals (target state)

The fundamental goal of the University of Stuttgart's focus on diversity and all steps taken towards providing a more equal and inclusive environment is to achieve **equal participation for all**. This begins with the dismantling of access barriers and target group-specific approaches specifically for underrepresented target groups and those that have received little attention to date. Equal participation also involves the recognition of diversity in all individuals and the resulting respectful and appreciative environment that makes the university an attractive place of work and study. Finally, equal participation optimizes the potential development of each individual, including access to resources. The University of Stuttgart views the path to this overarching goal as a participatory, ongoing process with shared responsibility.

The diversity audit plays an important part in bringing the University of Stuttgart closer to one of its major development goals: having all university members **internalize and implement this focus on diversity**. Diversity considerations should be included in all structures and processes.

Diversity has already been enshrined in numerous (voluntary) commitments (see chapter 1.2.2). The existing **groundwork must now be consolidated, updated and communicated transparently**. Within the framework of the diversity audit, involved parties will cooperate to formalize their current understanding of diversity, also taking into account definitions of key concepts. In addition, consideration should be given to possible courses of action that make compliance with official guidelines such as the Code of Conduct more binding or entail clearly communicated consequences in the event of non-compliance.

Effective, targeted measures rely on being able to access and build on a solid data basis. Therefore, professional **diversity monitoring** should be set up during the audit period, on the basis of which regular reporting can be carried out. Existing and newly initiated measures should be evaluated by means of an impact analysis.

The university plans to expand on the measures mentioned above and bring people together to develop a university-specific diversity strategy with the goal of raising awareness for diversity and establishing a sense of **shared responsibility for this topic among all members of the University of Stuttgart**. Actively shaping diversity is a task involving all members of society and therefore all members of the university. All individuals at the university should strive to strengthen their own diversity competence and actively participate in shaping diversity-oriented, anti-discriminatory cooperation. Those in leadership and teaching positions especially must act as role models in this regard. Leadership positions also have a responsibility to take a diversity-sensitive approach to **recruitment**. The figures presented in this report regarding the composition of the workforce show a clear need for action (for example with regard to a balanced gender ratio, as well as increased employment of international staff). The University of Stuttgart should provide regular target group-specific training to support this. Underrepresented and

non-traditional (target) groups should also receive more attention and the university should increase its focus on the development of structured career paths. The aim is to increase the proportion of new employees/guest researchers from abroad and to **retain** them at the university.

To achieve this, diversity must be recognized in the university's **organizational culture** as a valuable resource to be appreciated and used to create value. This in turn can and should strengthen not only the feeling of **togetherness** but also the sense of **belonging** for each individual at the university. The University of Stuttgart is a multi-faceted entity in which all members should feel that their individuality is perceived and taken seriously, valued and recognized, and that they belong and contribute to a bigger picture. This is a necessary prerequisite to enabling each individual to fully realize their potential (for the benefit of all).

A diversity-conscious organizational culture, in which diversity is established as the "norm", also means that challenges can be identified with foresight and addressed objectively. Different interests and needs can then be negotiated respectfully to reach constructive, fair solutions.

It is especially important to create and strengthen the sense of belonging among **students**. Even though most students only stay at the university for a limited time, they should nevertheless see themselves as an integral and important part of university life – and as individuals that can and should play an active role in shaping their environment. This can be achieved, for example, through a wide variety of (low-threshold) participation formats for active involvement as well as through improved networking and even more intensive cooperation at various levels. The *stuvus* Student Council is already active in the field of diversity, especially through the Department for Gender Equality, Diversity and Social Affairs, and responds to students' interests and needs with tailor-made offers. Exchange formats with the Vice Rectorate for Diversity and Internationalization and with numerous other diversity stakeholders at the University of Stuttgart have already been established. The university should now explore ways of expanding measures to raise awareness and commitment to actively shaping diversity on the two campuses beyond this (formal) cooperation.

Another important development goal that the University of Stuttgart is pursuing during the auditing period is to integrate diversity further into the broad range of **research projects** at the university and to expand work across disciplinary and institutional boundaries following the Stuttgart Way. Far too often, traditional and stereotypical ideas and constraints remain unquestioned and continue to inform research in specialist disciplines. Researchers who have internalized and actualized their focus on diversity continuously reflect on their own (research) perspective as well as their own research or work style. At the level of inter-/transdisciplinary cooperation, this would mean expanding horizons, gaining different, new insights and drawing new conclusions in some disciplines. The resulting innovative power would contribute greatly towards the University of Stuttgart's achieving its vision of

being a leading university in the field of intelligent systems and at the same time acting as an intelligent system itself.