

› Equal Opportunity Framework Plan of the University of Münster (WWU)

Senate resolution of 12 December 2018



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General principles

The University of Münster (WWU) considers equal opportunity and gender equality to be strategically important goals and is committed to respectfully acknowledging the realities of women and men in academia, research and teaching, as well as in technical and administrative areas. For years, the targeted and innovative equal opportunity policies implemented by the WWU have not only made gender mainstreaming a goal which its management has voluntarily pursued, but also a strategic cornerstone for policymaking in all faculties, administration, central academic facilities and central operational units. In the meantime, these policies have become a model for universities throughout the German higher education sector. With the certificates “audit family-friendly university” (since 2008) and TOTAL E-QUALITY (since 2011 and with the supplementary certificate “Diversity” since 2017), the WWU has demonstrated its successful, ongoing commitment to ensuring equal opportunity for both women and men.

A new version of the NRW Equal Opportunity Act (*Landesgleichstellungsgesetz, LGG*) became law on 15 December 2016, which represented an important impulse in this equal opportunity-affirmative environment. Not only does it encourage well-functioning concepts and strategies to comply with new regulations, but also strengthens joint innovative efforts to ensure equal opportunity for women and men in all member groups, to reduce structural discrimination and to make better use of existing capabilities and talents. The decision to rename the “Framework Plan for the Promotion of Women” as the “Equal Opportunity Framework Plan” has not resulted in any thematic and/or political paradigmatic shift. The Equal Opportunity Framework Plan is comprised of elementary measures aimed to promote women and reduce the structural disadvantages women suffer on their various career paths in civil service.

In the following Equal Opportunity Framework Plan, the University of Münster (WWU) identifies five central equal-opportunity objectives, to which it is committed to developing, individually shaping and implementing in the coming four years:

- Promoting equal opportunity in hiring decisions, HR development and planning
- Promoting and generating greater sensitivity for gender competence and university-based equal opportunity measures
- Consistently expanding gender-sensitive communication in texts and images
- Actively and jointly preventing sexual harassment and sexual violence
- Establishing entirely discrimination-free access to committees, and so doing, ensuring gender-balanced committee membership

These central objectives align closely with efforts already underway at the WWU, e.g. to improve the family-career balance by means of individual working time models, establish maternity protection regulations for female students, expand childcare services for employees and student parents, and introduce a diversity strategy. Because the University’s policy on gender mainstreaming is advanced by the commitment of its individual members and the broad participation of their respective areas, the Equal Opportunity Framework Plan prioritises and documents further equal opportunity measures to be taken by all faculty and member groups in the coming four years. In this respect, the Equal Opportunity Framework

Plan serves to clearly present equal opportunity activities as a democratic task of all WWU members at the workplace, and expressly encourages innovations and solutions tailored to the respective departments or areas. The measures and goals formulated in the faculty-level equal opportunity plans are part of regular (structural) development meetings between the University management and the faculties.

The Senate Committee for Equal Opportunity addresses matters where faculty-specific culture overlaps with the priorities of the University management. The central contact partner for all University-related questions concerning equal opportunity is the principal Equal Opportunity Officer (together with her two deputies). She is supported by faculty-level equal opportunity officers, to whom the principal Equal Opportunity Officer may delegate tasks and rights as per the scope of her authority to issue directives. The equal opportunity faculty committees support the faculty-level equal opportunity officers and their deputies.

The Equal Opportunity Framework Plan of the University of Münster is to be regarded as a joint formulation of goals and measures which should be integrated into all personnel and structural planning processes in addition to the obligatory provisions of the Equal Opportunities Act of the State of North Rhine-Westphalia (LGG).

Measures to promote equal opportunity in hiring decisions, HR development and HR planning

The University of Münster (WWU) aims to increase the proportion of women hired, promoted or upgraded to higher civil service groups in areas where they are underrepresented.

To this end and building on current efforts to advance gender competence, the WWU shall implement and further develop instruments which promote equal opportunity and prevent direct and indirect discrimination. The focus will initially fall on applying tools of recruiting, staff selection, HR development and HR planning. The purpose of these is to seek out and attract potential candidates through suitable recruitment measures, guarantee equal opportunity through non-discriminatory selection procedures, promote equitable access to continuing education, and improve HR planning so that men and women can return to professional life following periods of maternity leave, parental leave or the care of family members.

To achieve these goals:

- The HR department shall develop and provide information, recommendations, policy papers (e.g. with guidelines on hiring procedures), checklists and continuing education seminars (e.g. on staff diagnostics) to help facilities optimise recruiting, hiring decisions, HR development and HR planning from the perspective of equal opportunity.
- Job advertisements, hiring and appointment procedures will be optimised to take equal opportunity into account based on the provided recommendations and checklists.
- Access to HR development and continuing education must be made transparent.
- The faculties will be instructed to develop transparent, consistent procedures for appointing substitutes for employees who take maternity leave, parental leave, time off to care for family members etc. (for consideration on a case-by-case basis).
- Cases of discrimination will be promptly identified and addressed.

- Special attention will be paid to reducing gender-stereotypical occupational profiles, particularly with respect to indirect discrimination of salary groups.

The WWU recommends publicly advertising all job openings. Furthermore, the University shall implement the following measures in areas in which women are underrepresented:

- If an internal job advertisement for a permanent position fails to attract any applications from women who possess the required qualifications, the position must be publicly advertised one more time.
- As part of the measures for hiring, promoting and delegating higher-level tasks to employees, women who are equally qualified and possess comparable skills and achievements shall be granted preferential consideration insofar as these are not outweighed by reasons of character in another candidate.

To determine to what extent women are underrepresented, the following comparative groups will be formed based on corresponding legal provisions:

- The group of academic staff will be divided by faculty and comparatively categorised by civil servant status and salary group.
- All other employees, e.g. academic staff not assigned to faculties, as well as staff in the technical and administrative departments, will be assessed as a university-wide group and comparatively categorised by civil servant status, salary group and career.

The exact, legally prescribed criteria for categorising employees into comparative groups is provided in Appendix 2. A table listing current data on gender representation based on these same comparative groups is published annually by the HR department on MyWWU.

Broad-based measures to promote gender competence

The University of Münster (WWU) considers gender competence to be a key qualification, i.e. the ability to recognise gender-based aspects, evaluate their relevance and apply them in everyday professional life and the real world in the spirit of equal opportunity. Consequently, the WWU actively encourages a broad sensitivity to questions and topics of gender equality and (university-based) equal opportunity efforts.

To achieve these goals:

- Gender competence will be expanded and promoted among all managerial staff and departmental supervisors (e.g. by integrating gender sensitivity seminars in all central training programmes for managerial staff); continuing education measures on gender-relevant topics/areas will also be established and further developed as part of the professional training measures for members of the non-professorial academic staff and non-academic staff in the technical and administrative areas; seminars and lecture topics on gender-relevant themes will be promoted.
- All areas and faculties will modify their online platforms with an additional subcategory devoted to equal opportunity (e.g. "Equal opportunity in the faculty"). These subpages should provide information on all matters related to gender equality and equal opportunity within the department/faculty, e.g. the equal opportunity

representatives in the faculty, the faculty-level equal opportunity plan, contact partners responsible for reports on sexual harassment and sexual violence, best practices in the faculty, scholarship and promotion programmes for female employees and students, studying while raising children etc.

To structurally advance equal opportunity activities across the University, we strongly recommend that all faculties appoint equal opportunity committees to support the work of the faculty-level equal opportunity officers and strengthen the culture of equal opportunity within the respective faculties. These committees should discuss and develop further faculty-based measures that encourage the structural permeation of equal opportunity issues in professional and academic life. All other areas are advised to appoint a contact person for equal opportunity-related matters and post their contact data on the corresponding websites.

The University also recommends allocating faculty and departmental budget resources to promote gender competence and support equal opportunity efforts (e.g. for financing awards, workshops, junior researcher promotion programmes, projects on gender issues etc.) and requesting additional funding if needed from the Equal Opportunity Office through the Programme for the Advancement of Women.

Gender-equitable communication in texts and images

Non-discriminatory and gender-equitable communication in texts and images is an essential tool to overcome stereotypical role models and reduce (gender-based) discrimination in everyday life and in all areas of society. Gender equality and equal opportunity at the workplace cannot be achieved without gender-sensitive, non-discriminatory communication. The University of Münster is committed to consistently using non-discriminatory language in all internal and external business communication and teaching.

To achieve these goals:

- Templates with gender-neutral personal pronouns will be used; statutes, regulations and directives should be revised accordingly no later than when they are newly issued or when large sections thereof are amended. The main and subpages of the WWU website and the intranet pages of MyWWU will be successively reviewed and reformulated if applicable. Please observe the recommendations for applying a gender-sensitive writing style at the WWU (Appendix 3).
- The composition and publication of images will undergo a review with respect to non-discriminatory and gender-sensitive communication. New images will only be posted (for marketing purposes, on the homepage etc.) if they avoid gender stereotypes and clichéd role models, and present equivalent images and representation of women and men. The existing visualisation strategies (e.g. on the main and subpages of the WWU website) will be successively reviewed with respect to their depiction of gender roles and modified (or replaced) if necessary.
- The WWU insists that non-discriminatory and gender-sensitive communication be used in courses and teaching materials of all kinds. If required, the areas should establish either faculty-based training programmes on gender-sensitive communication in texts and images (e.g. with respect to and in consultation with the faculty communication officers) or communicate what they need to the central offices

(Equal Opportunity Office or Dept. 3.5).

Prevention of sexual harassment and sexual violence

In accordance with the “Agreement on Respectful Behaviour” (last update: 27 June 2013), the University of Münster (WWU) has implemented measures to prevent sexual harassment and sexual violence and generate awareness among all members of the University with regard to this issue.

Victims of sexual discrimination and sexual violence (students and employees alike) should understand that such harassment is unacceptable, that they should make their rejection clear and expect to find reliable help and support. Witnesses are explicitly encouraged *not* to look away, but to reach out to the victim and offer their support if desired. Victims can turn to a person whom they trust; possible contact persons and a network of advisors are provided in the “Agreement on Respectful Behaviour”. Cases of sexual harassment or sexual violence can also be reported to the Complaints Office in accordance with the General Equal Treatment Act (AGG). Victims can obtain further advice and support from the Equal Opportunity Office.

To achieve these goals:

- The responsible offices will inform the students, employees and members of the WWU about the “Agreement on Respectful Behaviour”, as well as available advice services and training seminars. The guidelines will be posted within the faculties, departments and on “MyWWU”. Newly hired staff and new professorial appointees will be given the guidelines to countersign at the start of employment.
- Clear procedural steps will be developed for reporting cases of sexual harassment and sexual violence to the Complaints Office in accordance with AGG. The process must provide anonymity to the victims if desired.
- The list of contact partners should be made more visible and user-friendly on the University’s central website. Each faculty should also provide the name and contact data of their faculty contact partners online.
- Training seminars should be made available as quickly as possible to all contact partners working in this sensitive counselling field.
- The University administration in cooperation with the Equal Opportunity Officer and the Senate Committee for Equal Opportunity will examine the campus facilities for potential threats of direct violence to women and develop centralised countermeasures if needed.

Non-discriminatory committees and meeting times

The University of Münster (WWU) appoints an equal number of men and women to its committees while actively working to reduce excessive burdens on individual members. Participation and involvement of all committee members is actively promoted by arranging family-friendly meeting times.

With regard to the composition of electoral committees (Senate, faculty boards,

commissions), the University strives to ensure that at least 50 percent of the nominees and candidates on the electoral registers are women. In areas in which one member group is significantly underrepresented, this prescribed target should not cause the underrepresented group to suffer undue disadvantages (e.g. excessive burdens).

To achieve these goals:

- All WWU committees must discuss their meeting times at their constitutive session. These should ensure that members with familial duties and part-time employees can participate in the committee meetings.
- At the end of each committee term, an evaluation of the voting and decision-making processes is to be conducted in preparation of the election of the corresponding committee. For every (subsequent) election of a committee, the list of proposed nominees in each member group should be reviewed by the chairperson of the next superordinate committee or another commissioned official to ensure gender parity. Should the list fail to meet the gender-parity target, the report should specify and document the reasons why parity was not attained based on the defined voting and decision-making processes. The committee must actively develop strategies and solutions to diversify committee membership for future elections.
- A short description of each committee is to be published (e.g. on the WWU homepage) so that all committee members and those interested in joining the committees are aware of the workload and the corresponding processes etc. involved in committee membership.
- Committee participation may not result in disadvantages to its members (e.g. in decisions on upgrading, continuing education measures). On the contrary, superiors should support and encourage staff to participate in committee work. Students involved in committees are to be supported by targeted measures which benefit students.
- Individuals who serve on multiple committees may not be unreasonably burdened for the sake of achieving gender parity.
- In areas of the University where gender-specific underrepresentation exists, strategies should be developed to alleviate the situation.



Conclusion

Creation, duration, interim and final evaluation of the Equal Opportunity Framework Plan

The University Senate, as the decision-making body, passed a resolution to create the Equal Opportunity Framework Plan, which has been accordingly drafted by the Senate Committee for Equal Opportunity together with the principal Equal Opportunity Officer and in consultation with the deans of the faculties. All staff members of the University of Münster are responsible for implementing the plan, whereby employees in supervisory positions bear a special responsibility.

The Equal Opportunity Framework Plan presented above is to remain in place for a period of four years.

The Senate Committee for Equal Opportunity is responsible for conducting an evaluation of the Equal Opportunity Framework Plan in cooperation with the principal Equal Opportunity Officer. An interim evaluation is to take place after two years, and a final evaluation is to be conducted after four years, i.e. prior to an extension of the Equal Opportunity Framework Plan. The Senate Committee for Equal Opportunity is to present the results of the interim and final evaluations to the Senate, Rectorate and Dean's conference.

Creation, duration, interim and final evaluation of the faculty-level equal opportunity plans

All faculties, central academic facilities and central administrative units with more than 20 employees, as well as other administrative departments are required to draw up individual, faculty-level equal opportunity plans and revise them as necessary, based on reports on the personnel development and effectiveness of the implemented measures. Appendix 1 provides a list of all areas of the University of Münster which are required to draft an equal opportunity plan.

The legal bases of the equal opportunity plans are provided in § 6 LGG, whereby an overview and analysis of the employee structure must be accompanied by a prognosis of positions to be filled, potential promotions and upgrading for the duration of the plans. The necessary data material is to be provided centrally to the faculties on a yearly basis (deadline 1 December) and categorised by area with respect to each organisational unit of the University. The equal opportunity plans address the objectives provided in the Equal Opportunity Framework Plan and endeavour to individually interpret and develop solutions "on location". The faculties must determine what personnel, organisational, social and continuing education measures are necessary to achieve the given objectives. Additional measures should be formulated and discussed based on the analysis of the employment structure.

The faculty-level equal opportunity plans are to remain effective for a period of four years.

The faculty-level equal opportunity plans are to be evaluated first by the equal opportunity committees of the respective faculties in coordination with the faculty-level equal opportunity officers, and ultimately the Senate Committee for Equal Opportunity. The progress achieved by the equal opportunity plans should be evaluated after two years (evaluation and documentation mandate). The measures in these plans and in the Equal Opportunity Framework Plan should be amended or augmented accordingly. If the given objectives have not been achieved, this fact must be explained and substantiated with specific justification. The final evaluation is conducted after four years, i.e. prior to an extension of the faculty-level equal opportunity plans.

Coming into force and publication

The Equal Opportunity Framework Plan (in its original German version) comes into force on the day following its publication in the Official Announcements (*Amtliche Bekanntmachungen*) of the University of Münster (WWU). Its enforcement thereby abrogates the Framework Plan for the Advancement of Women of the University of Münster (WWU) of 30 October 2013.

Issued (in the original German version) upon the resolution of the Senate of the University of Münster (WWU) of 12 December 2018.

Appendix 1 (Areas required to contribute to drafting faculty-level gender equality plans):

Faculties (including employees of the IT service providers (IVV)):

- Protestant Theology (FB 01)
- Catholic Theology (FB 02)
- Law (FB 03)
- Business and Economics (FB 04)
- Medicine (FB 05)
- Educational and Social Science (FB 06)
- Psychology / Sports and Exercise Sciences (FB 07)
- History and Philosophy (FB 08)
- Philology (FB 09)
- Mathematics and Computer Science (FB 10)
- Physics (FB 11)
- Chemistry and Pharmacy (FB 12)
- Biology (FB 13)
- Geosciences (FB 14)
- Music (FB 15)

Central academic facilities:

There are currently no academic facilities with more than 20 employees.

Central administrative units:

- University Library (ULB)
- University Sports (HSP)
- Examinations Offices (Exam. Office I and Exam. Office of the Math-Nat. Sci. Faculties)
- Language Centre (SPZ)
- Centre for Information Processing (ZIV)
- University Centre for Teacher Education (ZfL)

Other:

- Administration / Rectorate / central departments
- Centre for Teaching in Higher Education (ZHL)

Appendix 2 (Classification of comparative groups for determining underrepresentation of women)

In accordance with the Equal Opportunities Act of the State of North Rhine-Westphalia (LGG) and the Civil Service Act of the State of North Rhine-Westphalia (LBG), the following groups should be formed and specifically compared in order to determine whether women in those groups are underrepresented:

- I. Organisational unit “Faculty” (for academic staff, each faculty is to be regarded as a “department” (*Dienststelle*) for assessing and determining underrepresentation in accordance with § 120 (2) LBG and § 7 (4) LGG):
 - All persons in the salary group W3 (C4) (including staff members who are similarly employed under private-law contracts)
 - All persons in the salary group W2 (C3) (including staff members who are similarly employed under private-law contracts)
 - All persons in the salary group W1 (including staff members who are similarly employed under private-law contracts)
 - All temporary senior lecturers (*Akademische Oberräte auf Zeit*)
 - All temporary lecturers (*Akademische Räte auf Zeit*)
 - All persons in the Category 2, 2nd entry level (A 13 EA – A 15) in the area of education and science
 - All E15-level (academic) staff
 - All E14-level (academic) staff
 - All E13-level (academic) staff
 - All research assistants (WHK)
 - All student assistants (SHK and SHB)

- II. Organisational unit “University” (“department” as defined in the LGG in accordance with § 14 (2) LBG, § 3 (1) in conjunction with § 2 LGG):
 - All persons in the Category 2, 2nd entry level (A 13 EA – A 16) in general administration
 - All persons in the salary group E 13 (“senior service”) to E15Ü or AT, who perform activities which correspond to those in the area of general administration
 - All persons in the Category 2, 2nd entry level (A 13 EA – A 16) in the area of non-technical services
 - All persons in the salary group E 13 (“senior service”) to E15Ü or AT, who perform activities which correspond to those in the area of non-technical services

- All persons in the Category 2, 2nd entry level (A 13 EA – A 16) in the area of technical services
- All persons in the salary group E 13 (“senior service”) to E15Ü or AT, who perform activities which correspond to those in the area of technical services
- All persons in the Category 2, 2nd entry level (A 13 EA – A 15) in the area of education and science
- All persons in the salary group E 13 (“senior service”) to E15Ü or AT, who perform activities which correspond to those in the area of education and science
- All persons in the Category 2, 1st entry level (A 9 EA – A 13 BA) in the area of general administration
- All persons in the salary group E 9 to E 13 (“higher service”), who perform activities which correspond to those in the area of general administration
- All persons in the Category 2, 1st entry level (A 9 EA – A 13 BA) in the area of non-technical services
- All persons in the salary group E 9 to E 13 (“higher service”), who perform activities which correspond to those in the area of non-technical services
- All persons in the Category 2, 1st entry level (A 9 EA – A 13 BA) in the area of technical services
- All persons in the salary group E 9 to E 13 (“higher service”), who perform activities which correspond to those in the area of technical services
- All persons in the Category 1, 2nd entry level (A 6 EA – A 9 BA) in the area of general administration
- All persons in the salary group E 4 to E 9 (“lower service”), who perform activities which correspond to those in the area of general administration
- All persons in the Category 1, 2nd entry level (A 6 EA – A 9 BA) in the area of non-technical services
- All persons in the salary group E 4 to E 9 (“lower service”), who perform activities which correspond to those in the area of non-technical services
- All persons in the Category 1, 2nd entry level (A 6 EA – A 9 BA) in the area of technical services
- All persons in the salary group E 4 to E 9 (“lower service”), who perform activities which correspond to those in the area of technical services
- All persons in the Category 1, 1st entry level (A 3 EA – A 6 BA) in the area of general administration
- All persons in the salary group E 1 to E 3, who perform activities which correspond to those in the area of general administration

- All persons in the Category 1, 1st entry level (A 3 EA – A 6 BA) in the area of non-technical services
- All persons in the salary group E 1 to E 3, who perform activities which correspond to those in the area of non-technical services
- All persons in the Category 1, 1st entry level (A 3 EA – A 6 BA) in the area of technical services
- All persons in the salary group E 1 to E 3, who perform activities which correspond to those in the area of technical services

Staff on a leave of absence and part-time employees should be taken into account in the total “head count” for each comparative group.

Appendix 3 (Recommendations for a gender-sensitive writing style)

The Senate Committee for Equal Opportunity of the University of Münster (WWU) expressly recommends the consistent use of non-discriminatory language. The use of gender-equitable language is an essential tool to overcome stereotypical role models and reduce gender-based discrimination in everyday life and in all areas of society. Gender equality and equal opportunity at the workplace cannot be achieved without gender-sensitive, non-discriminatory communication. The University of Münster is committed to consistently using non-discriminatory language in all written correspondence and publications. The University also aims to consistently promote non-discriminatory perception of women and men and those who cannot or do not wish to classify themselves within the binary gender system in spoken and visual discourse in all areas of the WWU.

To facilitate understandability and readability of texts while ensuring the use of gender-equitable, non-discriminatory language, the Senate Committee for Equal Opportunity recommends using a combination of gender-neutral formulations, dual designations and pair formulations. The widespread German habit of designating a heterogeneous group with the generic masculine form (“*die Studenten*” (the (male) students), “*die Professoren*” (the (male) professors), linguistically excludes women, intersexual persons and others, and should therefore be avoided.ⁱ To avoid gender discrimination in language, formulations should be chosen which designate the intended group: only men, only women, women and men, or all persons (present) with varying gender identities.

Recommended formulations:

1. Gender-equitable dual designation

When referring to gender-specific groups of persons, the female- and male-designated nouns should be written out and connected with an “and”, “or”, or “i.e.”. The female designated form should be placed before the masculine form of the same, e.g.:

- *Lehrerinnen und Lehrer* (female teachers and male teachers)
- *Schülerinnen und Schüler* (female pupils and male pupils)

2. Gender-neutral formulations or rephrasing

In many cases, personal pronouns and gender designations can be replaced by gender-neutral alternatives, or gender-neutral phrasing can be used, e.g.:

- passive constructions
- gender-neutral words, e.g. *Lehrkraft* (instructor), *Schülerschaft* (student body)
- plural forms, e.g. *Lehrende*, *Studierende* (instructors, students)
- gender-unspecified pronouns, e.g. *wer*, *alle*, *niemand* (those, everyone, nobody)

3. Forms of pair formulation

- Gender gap with asterisk, e.g. *Lehrer*innen*, *Schüler*innen* (teachers, pupils) followed by the female plural suffix “innen”
- Gender gap with underline, e.g. *Lehrer_in*, *Schüler_in* (teacher, pupil) followed by the female suffix “in”
- Capitalised “I”, e.g. *LehrerIn*, *SchülerIn* (teacher, pupil) followed by the capitalised female suffix “In”

Preferably the underline and asterisk should be used to designate the gender gap, as these can also refer to genders outside the binary gender system. The gender gap should not be used if the female noun contains an umlaut (e.g. *Ärztin*, female doctor) or if the male noun ends with an “e” (e.g. *Experte*, expert).

Not recommended:

- Pair formulations using the female designating suffix in parentheses (*die Student(in)* or *die Professor(in)*). This variant reduces the female designator to an afterthought, whereas the male form is postulated as the norm.
- Pair formulations with suffixes separated by slashes (*Lehrer/inn/en*). This variant unnecessarily clutters the sentence structure and hinders readability.
- A footnote excusing the sole use of the male form for reasons of aesthetics and readability, e.g. “The use of the masculine form in the following includes women as well and is only used for purely aesthetic reasons.”. In this case, women are neither explicitly taken into account in terms of content, nor are they appropriately referred to by visual cues within the text.

Bases of these recommendations:

- Consensus of the Senate Committee for Equal Opportunity (24 October 2017)
- Consensus of the expanded Equal Opportunity Committee of the WWU (10 July 2013)
- Consensus of the Equal Opportunity Committee of FB 06 (7 December 2012)
- State government of North Rhine-Westphalia (2008): Gender Equality for Women and Men in Legal Terminology – Instructions, Possibilities of Application and Examples
- NRW Equal Opportunity Act (Landesgleichstellungsgesetz, LGG, 1999)
- UNESCO (1993): Eine Sprache für beide Geschlechter – Richtlinien für einen nichtsexistischen Sprachgebrauch

ⁱSee e.g. Heise (2000), “Sind Frauen mitgemeint? Eine empirische Untersuchung zum Verständnis des generischen Maskulinums und seiner Alternativen” (<https://econtent.hogrefe.com/doi/abs/10.1024//0253-4533.19.12.3?journalCode=sko>) and Stahlberg & Sczesny (2001), “Effekte des generischen Maskulinums und alternativer Sprachformen auf den gedanklichen Einbezug von Frauen” (https://de.fh-muenster.de/gleichstellung/downloads/Generisches_Maskulinum_Stahlberg.pdf).