



Enhancement of Gender Equality in Academic Teaching

Best Practice Examples from 3 Years *Human Resources in Master Studies International Finance* at HFWU Nürtingen (GER)



Problems (Women)

- some female students **hesitate to engage** in discussions or ask questions in class:
 - due to their personal socialisation
 - this form of participation is unconventional in comparison to their former experience
- outdated **role expectations** raise conflicts with academic working style:
 - fear of conflicts limits controversial discussions, especially with men
 - lack of experience to stick to one's own opinion against the resistance of others



Assignment: Job Advertisement

Men's salary expectations:

- 110.000
- 90.000 €
- 80.000 €
- 70.000 €
- 65.000 €
- 60.000 € (2x)
- 55.000 €
- 50.000 €
- *1 without salary*

Women's salary expectations:

- 50.000 €
- 50.000 €
- 45.000 €
- 41600 €
- 40.000 €
- 12.000 € (not in GER)



Problems (Men)

- some male students **hesitate to challenge** women as discussion partners:
 - for fear they might take it “personally“
 - because they are not used to **value or consider** input from women from their home countries
- lack of differentiation between academic arguments and personal opinion:
 - “A strong statement provides half of the proof“; too **powerful performance** limits a fair discussion
 - possible **lack in knowledge** is “balanced“ by this strategy and only shows after more detailed questioning



Aim of Gender Oriented Activities

- **who engages** in discussions does not depend on gender; all participants feel considered and **valued**
- gender specific topics can still be discussed with **personal** background; students bring in their **topics of interest**
- class members **take** each other **seriously** and show cooperative behaviour
- **competence** is neither underrated (e. g. for women) nor overrated (e. g. for men).
- this compassionate cooperation in academia serves as a **model** for further working relationships

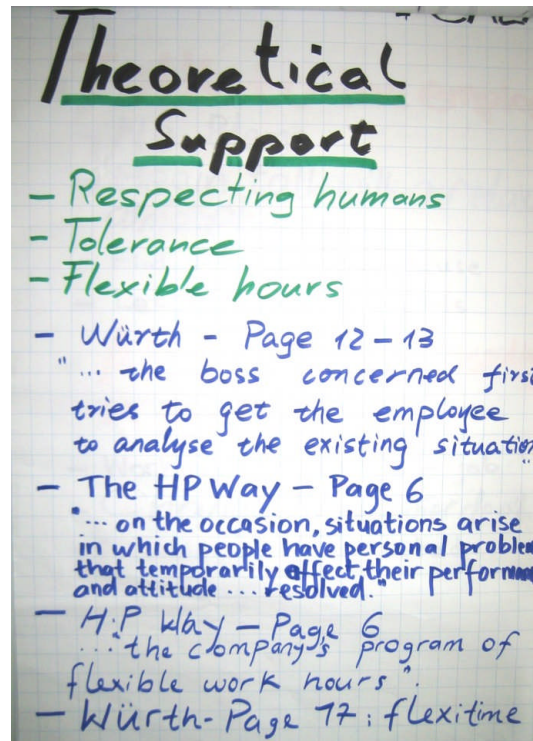
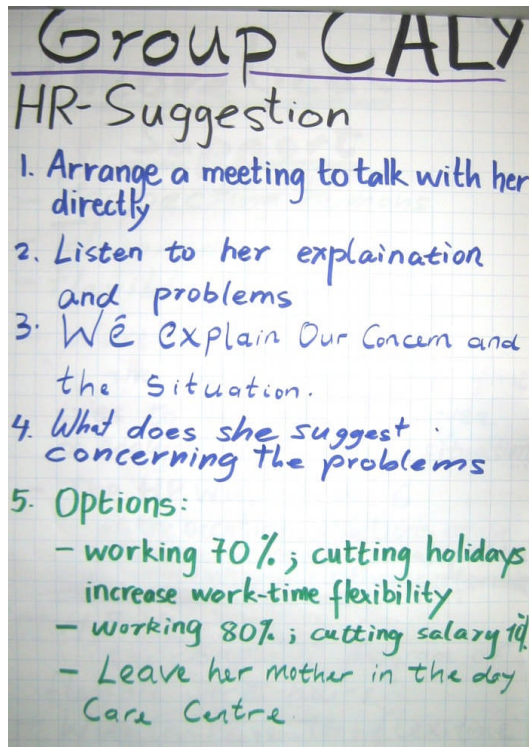


Approach for Enhancement

- topics with **gender specific relevance**:
 - HR case studies with female agents
 - literature with respect to gender and career
 - direct approach, e. g. salary expectancies
- activities with high **participation** of students:
 - group work with **choice of topics**
 - **presentation of results** by all students
 - include **individual feedback**, e. g. for assignments

Assignment: What can HR contribute?

- **Case study:** An employee comes under pressure because of a sudden caretaking mission in her family; at work, she doesn't perform as expected.



Discuss:

- these problems are especially encountered by women
- HR can make respective offers for these cases

Assignment: Talk about assignments

- Which behaviour is beneficial for your career?
- Topics differ from group to group



Prerequisites:

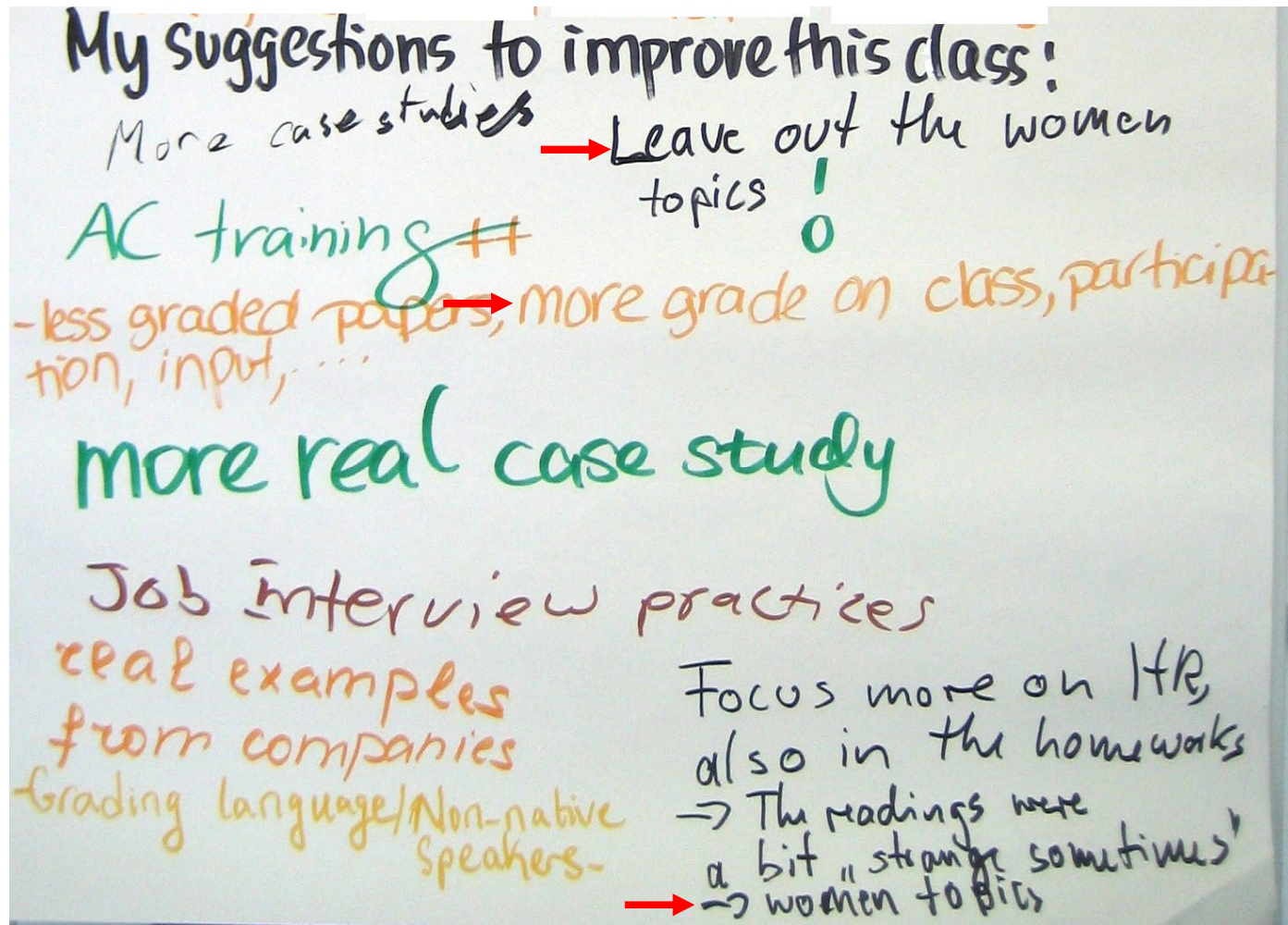
- written assignment, personal development plan
- professor assigns topics to students and groups

Assignment: Develop an HR program

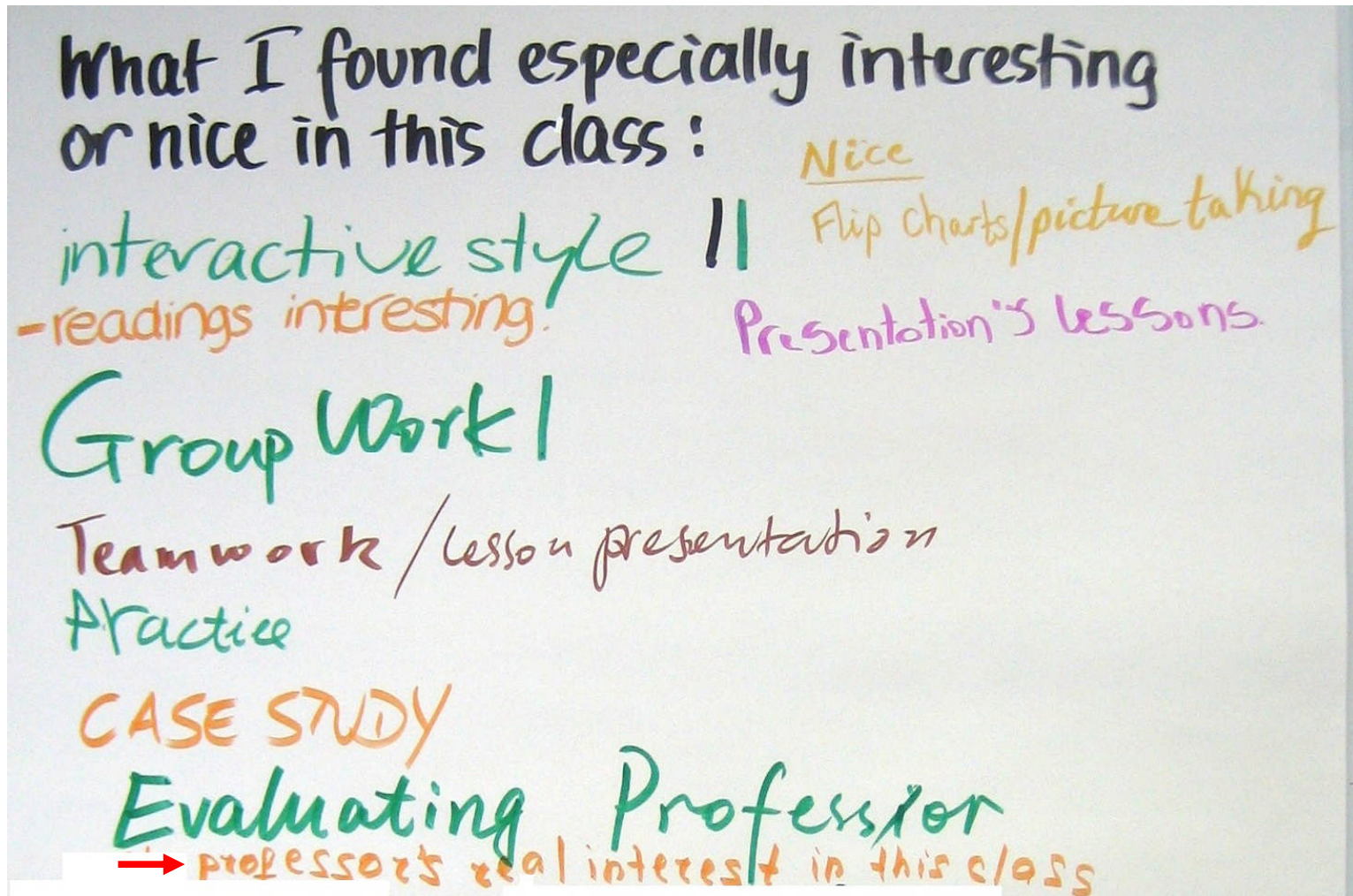


- concentrated form of cooperation among colleagues = important **learning platform** (is not yet common)
- **gender equality in real life** = three men follow the lead of a woman; a man discusses his strategy with female colleagues (cross culture)
- experience at academia = later to be **practiced** on their own

Students' critical Feedback

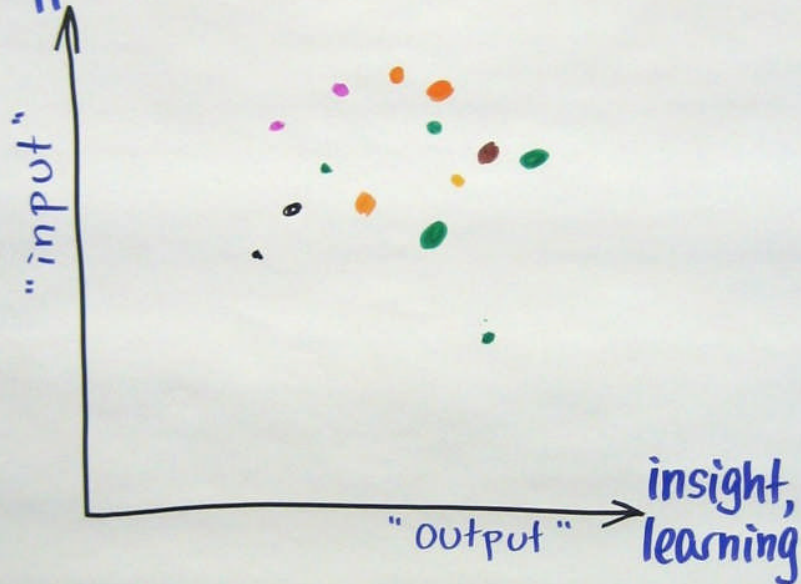


Students' positive Feedback

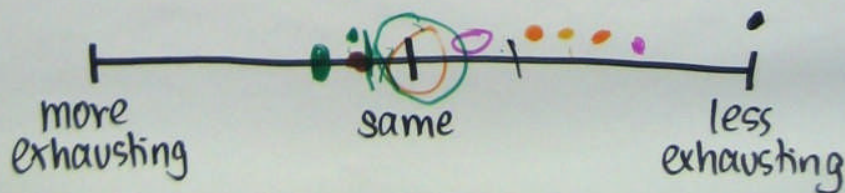


How much did you get for your work?

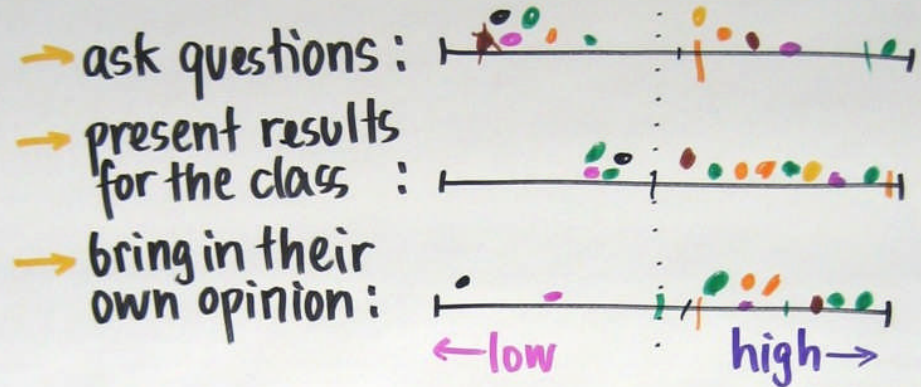
time,
effort



How exhausting were these 3 full-day sessions in comparison to other sessions?



How do you evaluate the professor's encouragement for the students to ...



Please comment on how your professor interacts with men and women:

yes

Both men and women had equal chances to perform well in this class.

no
X

The professor preferred



Gender issues were included to a sensible amount:

