EQUALITY CONCEPT 2030

for Parity at University

adopted by the Presidential Committee on 23 August 2023
adopted by the Senate as an equality plan in accordance with NHG Art. 41, paragraph 2 sentence 1, on 13 December 2023

LEUPHANA
UNIVERSITÄT LÜNEBURG

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[1] The English translation of the Equality Concept is only a service version and is therefore not legally binding. The German version of the Gender Equality Policy is authoritative.

1 STRUCTURE AND INTIAL SITUATION: LEUPHANA UNIVERSITY LÜNEBURG

Leuphana University Lüneburg is a medium-sized, young foundation university in Lower Saxony with around 9,900 students and 1,100 employees, including 164 professors. In line with the mission statement of a humanistic, sustainable, and application-orientated university, Leuphana addresses current issues of 21st century civil society in research and teaching. The interdisciplinary and cross-School cooperation and academic excellence required for this supports a university and study model based on international standards, which is promoted by five Schools of Research and their profile topics: Education, Culture, Management & Technology, Sustainability, and Political Science. Leuphana academics conduct research into key social issues of the future, such as digital transformation, entrepreneurship, cultures of critique, digitality, sustainability, democracy and governance, as well as education. The development of the academic profile is set out in the University Development Plan (2016-2025). In this plan, the university community has agreed on medium-term priorities in research, teaching, and transfer, as well as tasks and fields of action in the five Schools for Research, three Schools for Teaching and Learning (College, Graduate School and Professional School), and central institutions. Equal opportunities and gender equality are integral components of the action strategy. Gender equality aspects are included in the strategic core objectives of the university development plan, and in the target agreements between the state of Lower Saxony and Leuphana University. The latter generally include increasing the proportion of women in professorships and junior professorships as well as mentoring programmes for female academics in the qualification phases.

In its gender equality work, the university applies the principle of "integrative gendering and diversity", with which the gender equality mandate, the promotion of gender competences, and gender research are implemented in a cross-sectional and integrative manner. Consistently applying these principles means reflecting and taking into account gender and diversity aspects at all university levels and in all fields of work in teaching, research, and university management, as well as promoting heterogeneity and anti-discrimination. There are good networks and working relationships between equal opportunities and university management, Schools and academic employees. The anchoring of gender equality measures and the promotion of gender competences among university members are integrated in the university development process, anchored at various levels and are an integral part of quality development at Leuphana. The realisation of a family-friendly university is seen as a cross-sectional task of a gender-equitable university culture and is therefore an integral part of personnel development and the gender equality strategy. This approach has already been largely implemented at the level of university management and the university development plans of 2008 and 2016.

This gender equality concept corresponds to a gender equality plan for Leuphana University Lüneburg. It was submitted in August 2023 as part of the call for proposals for the Female Professors Programme 2030 and subsequently supplemented in November 2023 to include the status group of employees in technology and administration (MTV).

2 ANALYSIS OF STRENGTHS AND WEAKNESSES REGARDING THE REPRESENTATION OF WOMEN AT LEUPHANA

2.1 PERSONNEL STRUCTURE: ANALYSIS OF THE PERSONNEL EQUALITY SITUATION

The gender equality situation in academia is divided into professors, junior professors and habilitations, full-time academic employees, doctoral students, technical and administrative employees, and students. The analysis is usually carried out over several years, if possible, with reference to the latest gender equality concepts in the context of the calls for proposals for the Female Professors Programme. Following the reorganisation of the university, four faculties (now Schools for Research) were formed in 2011. Some data can therefore not be presented for 2009, but only for 2011. In 2022, the structural separation of three institutes from two faculties (Schools) resulted in the creation of a fifth School of Public Affairs. For this reason, individual statistics from 2022 onwards show five instead of four Schools for Research. The statistics in comparison over time, on academic employees and on technical and administrative employees are shown as of 1 December 2022 (see Annex, Tab. 8- 13 Personnel over time). The figures for the MTV (Mitarbeiter in Technik und Verwaltung / Technical and Administrative employees) area refer to the years 2022 and 2017. Due to major appointment activities in the past two to three years, the proportion of female professors is partly based on the status as of 15 April 2023.

2.1.1 Professors

In 2008 (following a complete reorganisation of the university), Leuphana adopted its first university development plan up to 2016. During this development phase, 53 new research-oriented regular professors (W2 / W3, permanent) were appointed to build Leuphana's profile, 14 of which were women, which corresponds to a new appointment rate of 26.4% for women. The current development plan was adopted in 2016 and is valid until 2025. 48 new regular professors (W2 / W3, permanent) were appointed for profile development in the course of this current development plan from 2017, 26 of which were women. As of April 2023, this corresponds to a new appointment rate for women of 54%. The doubling of the rate of new appointments of women is partly due to the active recruitment approaches already in place at Leuphana and the sensitisation of the appointment committees to unconscious bias in selection processes (see also sections 2.3 and 3.1.1). The proportion of female professors recorded a significant increase for the first time in 2017, and this positive trend is continuing (Table 1).

status 01.12.	regular professors			temporary professorships*			junior professors			total professors		
	total	thereof diverse	thereof women	total	thereof diverse	thereof women	total	thereof diverse	thereof women	toal	thereof diverse	thereof women
2022	121	0	41 (34 %)	30	0	9 (30 %)	13	0	8 (61,5 %)	164	0	58 (35 %)
2017	124	-	33 (27 %)	23	-	7 (30 %)	30	-	15 (50 %)	177	-	55 (31 %)
2013	123	-	29 (24 %)	51	-	17 (33 %)	8	-	5 (63 %)	182	-	51 (28 %)
2009	124	-	28 (23 %)	21	-	10 (48 %)	10	-	4 (40 %)	155	-	42 (27 %)

*Temporary professorships: full-time visiting professors, deputy professors, and externally funded professors

Table 1: Professorships differentiated by regular professors, temporary professorships and junior professors as of 2009[2]

If the groups of temporary professors and junior professors are included, Leuphana has a total proportion of women of 35% at the end of 2022. The current figures for the W2 / W3 regular professorships as of 15 April 2023 indicate a proportion of 37% (see Table 2, page 3) and indicate the next increase.

[2] Quelle: Personallisten der Leuphana der Jahre 2009, 2013, 2017 und 2022 jeweils Stand vom 01.12. des Jahres.

When analysing the gender distribution by salary group, it becomes clear that female professors at Leuphana are more frequently paid at W2 (incl. C2/3) than at W3 (incl. C4) (see Fig. 1).

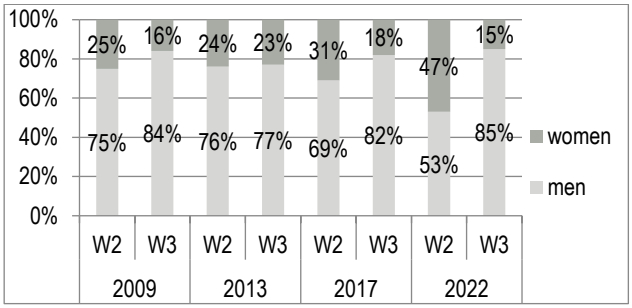

Figure 1: Standard professorships by grade W2/ W3 in per cent and in absolute figures, as of 1 December of each year

The proportion of women in the W3 salary range has initially decreased compared to 2013 and increased to 24 % with the last appointments on 15 April 2023. In the context of the current debates on the gender pay gap in W-salaries, these figures and analyses are becoming increasingly important (Burkhardt/ Harrlandt/ Schäfer 2019). The proportion of women in W3 salaries therefore has to be further increased (see section 3.2.2).

On the basis of the university development plan, the university maintains appointment planning that is constantly updated, currently with a view to 2030. This includes specific appointment targets for women for the individual Schools. Due to the re-profiling of Schools, 32 appointments have been made in the School of Education and the new School of Public Affairs alone in the last three years. A generational change has taken place in the School of Management & Technology over the past few years. In the remaining 7 years until 2030, there will therefore be few appointments (probably 29 procedures) of W2 / W3 regular professorships. In order to achieve a clear increase in the proportion of women in professorships, especially in W3, significant efforts have to be made. The university is therefore initially aiming for a target quota of 40 % by 2030 on the way to parity. The proportion of female W3 professors is to be increased from 24 % to 35 %. A further differentiated analysis is possible by presenting the proportion of female professors by School (see Table 2).

status 15.04.2023	regular professorships W2/ W3			
	total	thereof diverse	thereof women	women in %
School of Education	26	0	15	57,7 %
School of Culture and Society	17	0	6	35,3 %
School of Sustainability	23	0	8	34,8 %
School of Management & Technology	38	0	11	28,9 %
School of Public Affairs	23	0	7	30,4 %
total	127	0	47	37,0 %

Table 2: Distribution of regular W2/ W3 professorships among the Schools with a recognised propotion of women[3]

It can be seen that the School of Education has already achieved gender parity in the regular professorships in recent years, while the other four Schools for Research have had varying degrees of success - but fortunately all quotas have increased. From 2011 to 2023, the proportion of women in the School of Culture and Society rose from 27% to 35%, and in the School of Sustainability from 18 % to 35 % and in the School of Management & Technology from 18 % to 29 %. The new School of Public Affairs, which was founded at the beginning of 2022, started with 17 % women and had a proportion of 30 % female professors (W2/ W3) in 2023. It should be noted that Leuphana is very successful in attracting outstanding talent, but is often unable to successfully retain it in competition with other federal

[3] Source: Employment plan, as of 15.04.2023

states and their salaries and facilities - especially in the second retention negotiation - despite great willingness and efforts.

2.1.2 Junior professors und habilitation

As of 1 December 2022, eight out of 13 junior professorships were held by women, which corresponds to 61.5 %. At Leuphana, there have been few junior professorships with tenure track (TT) to date.[4] They have only been advertised for a few years, but Leuphana frequently conducts negotiations in the case of external appointments. To date, eight junior professorships with tenure track have been filled, four of which are held by women. Four tenure-track professorships have already been successfully converted to W2 (two women, two men). To date, the majority of junior professorships have been filled without tenure track. They are subject to major personnel changes. This may have a short-term impact on the current gender ratio. The proportion of female junior professors of at least 50 % must be maintained (see Annex, Table 8), more tenure track professorships are to be advertised and the establishment of a tenure culture has been initiated.

Due to the size of the university and the more interdisciplinary nature of the subjects, the postdoc phase in particular, which traditionally consists of habilitation and junior research group leaders, is difficult or impossible to interpret as the case numbers are too low. In the years 2018 to 2022, 20 habilitations were completed, 11 of which by women, which corresponds to a share of 55%. It is difficult to record postdoctoral researchers who are actually in the qualification phase beyond a habilitation position or a junior professorship without a TT (tenure track). A gender ratio of around 50 % female postdoctoral researchers can be determined by counting. The loss of women in the postdoc phase is 8 % compared to doctoral graduates with around 58 %.

2.1.3 Full-time academic empfloyees

Leuphana has a 56 % share of women among its full-time academic employees (academic employees in qualification positions, research assistants [incl. third-party funding], teaching employees and lecturers) (Table 3).

	full-time academic employees including academics in qualification positions				
	total	thereof qualification positions	thereof diverse	thereof women	thereof women in qualification positions
2022	404	148	0	225 (56%)	85 (57 %)
2017	428	115	-	237 (55%)	70 (61 %)
2013	586	58	-	313 (53%)	38 (66 %)
2009	322	63	-	174 (54%)	32 (51 %)

Table 3: Full-time academic employees including academics in qualification positions with a recognised proportion of women[5]

A clearly positive development can be seen here from 2009 to the present day. Equally pleasing is the level of qualification positions (junior academic positions) at 57% (despite a slight decline compared to previous years). Compared to men, women occupy temporary positions more frequently and are employed part-time more often than men.[6] There is currently an improvement in part-time positions (see Fig. 2 and Table 14, Annex).

[4] Sabine Hark (2018, p. V), for example, sees junior professorships without a tenure track as a failed attempt to implement a career path. Intersectional approaches to analysis need to be considered here. Social background plays a central role in the exclusion of women from the group of junior professors in particular (cf. Möller 2015, Laufenberg et al. 2018, p. 8). This problem must be addressed as part of Leuphana's gender equality work and measures must be analysed accordingly in their complex interrelationships.

[5] Source: Leuphana list of employees from 2009, 2013, 2017 and 2022 as of 1 December of the respective year

[6] Beaufaÿs/ Löther (2017, p. 349) show explanatory approaches for the distribution.

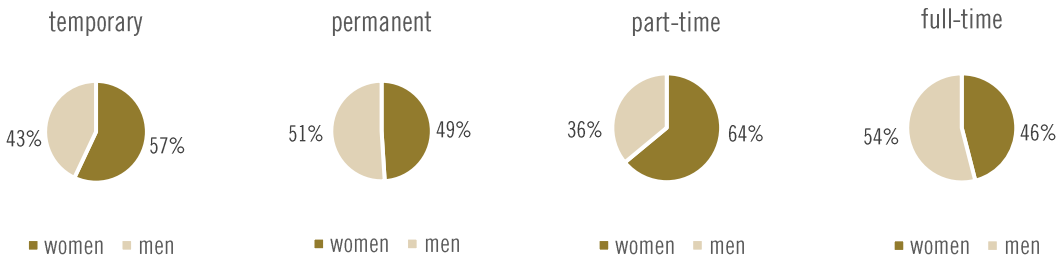

Figure 2: Proportion of women and men in temporary/permanent part-time/ full-time positions, as of 1 December 2022

2.1.4 Doctoral candidates

There are currently 484 early career researchers enrolled on doctoral programmes at Leuphana, 57% of whom are women. Last year, 69 doctorates were completed, 40 of them by women. This corresponds to a 58% share of women. A list of doctoral degrees by School and over time can be found in Table 15 in the Annex. Although the proportion of women among doctoral graduates is high in three out of five Schools, it must be noted that the proportion of women from master's to doctoral level is also falling significantly in Schools with a high proportion of female students, including the Schools of Education and Sustainability. In the Schools of Management & Technology and Public Affairs, the proportion of women at doctoral level falls below 50% (Table 15, Annex).

2.1.5 Employees in technology and administration

The proportion of women among technical and administrative employees is 70.7 % (Table 16, Annex). Compared to 2017, significantly more women are employed in TVL E 10 to E 15 positions and as trainees in 2022. There were hardly any fluctuations in the other pay grade groups between the two years. There is also consistency in the TVL E 6 pay grade, in which only women are employed in university secretarial positions: 96 % of them are employed on a permanent basis, 63 % work part-time. A comparison of the areas of activity in the MTV sector shows a gender-specific distribution: Women are employed in the university secretariats, while the majority of those working in technical services and housekeeping are men. Fixed-term employment contracts are declining overall in the MTV sector: in 2017, 25,5 % of employees were on fixed-term contracts; in 2022, only 18,2 % are still employed. Of the women employed in the MTV sector, 18,6 % are employed on fixed-term contracts (17,3 % of men; Tables 16 and 17, Annex). There is a clear difference between the genders when focussing on part-time and full-time employment: 48,3 % of women work part-time (12,18 % of men; Tables 18 and 19, Annex). A pleasing development can be seen at the level of supervisors and specialists with particularly high-value tasks in the area of technology and administration (MTV): the proportion of women has remained high over the years at 55 % in 2022 (58.8 % in 2017; Table 20, Annex).

2.1.6 Students

In the group of students, Leuphana as a whole has a relatively unchanged proportion of women of around 62% in the undergraduate degree programmes. In the transition from bachelor’s to master’s degree programmes, the proportion of women does not change (62.3% bachelor’s and 62.8% master’s). In the summer semester of 2022, the proportion of female graduates is 70% for bachelor’s degrees and 74% for master’s degrees. A larger proportion of women than men successfully complete their studies. A differentiated view by subject and School reveals gender-specific study choice behaviour. The proportion of bachelor's students studying to become teachers is 28% and has risen by 6% compared to 2017. This is a significant increase. The proportion of men is lower in the Bachelor of

Cultural Studies at 25%. However, there has only been an increase of 2% since 2017. In contrast, the proportion of female bachelor's students in Business Informatics is 16% and in Engineering (Industry) 20%. In both degree programmes, the proportion of women has risen compared to 2017, by 3% in Business Informatics and by as much as 6% in Engineering (Table 21, Annex).

2.1.7 The cascade

Since 2010, Leuphana compiles an annual cascade showing the proportions of women and men in the qualification levels from bachelor's degree to W3 professorship (see Fig. 4, Annex and Table 22, Annex). The students are compared in one cohort from entry to the bachelor's degree to the master's degree. From the doctorate onwards, time point analyses are carried out in the qualification levels. This cascade is only suitable to a limited extent as an instrument for generating appointment rates for the university. The statistics tool for the gender equality rate in the NRW gender portal (https://www.gender-statistikportal-hochschulen.nrw.de/start, last accessed on 02/08/2023) is used to estimate the rate of new appointments.

2.1.8 Summarised analysis: strengths and challenges

A rough overview of the drop-out rate is as follows: Leuphana has around 74% female master's graduates, 58% female doctoral graduates, 50% female postdocs and 37% female professors. Table 4 summarises the strengths and challenges for improving the gender equality situation in personnel mentioned in Chapters 2.1 to 2.5.

strengths	challenges
✓ equal share of professorships in School of Education ✓ high proportion of junior professorships ✓ equal representation in junior professorships with tenure track ✓ recruiting female scientists in the qualification programme up to and including junior professorship and W2 ✓ satisfactory proportion of women among full-time academic employees and doctoral students ✓ innovativeapproachesandmeasuresat ✓ Leuphana despite limited resources as a medium-sized university ✓ high proportion of women in management positions in the MTV sector	✓ increase the proportion of female professors in Schools with underrepresentation and the proportion of women in W3 professorships ✓ professionalise active recruitment of women in appointment procedures - check expected effectiveness ✓ maintain equal representation of women in junior professorships with increased calls for tenure-track professorships ✓ increase the proportion of academic employees in permanent and full-time positions ✓ counteract the loss of women in the transition to doctoral studies ✓ counteract the loss of excellent female scientists ✓ breaking up gender-specific choice of study programme ✓ sensitisation of supervisors to gender-specific career choices and increased work requirements in university secretariats[7]

Table 4: Strengths and challenges of academic personnel development

The gender equality work to date is described below on the basis of the gender equality concepts of 2009, 2014 and 2018. Strengths and challenges are also identified here. The results of the analysis described in chapter 2 and the successes and challenges of gender equality work mentioned are used as the basis for the Gender Equality Concept 2030 for Parity at the university in chapter 3.

2.2 EQUALITY CONCEPTS 2009-2018: OBJECTIVES- AND SUCCESS-AUDIT

Since the first application was submitted as part of the Female Professors Programme in 2009 (PP I), Leuphana University Lüneburg has placed a strong focus on advancing the academic personnel development in order to promote female academics in top positions and to strengthen the career and personnel development of female academics in the qualification phase. Other objectives included the

[7] Due to the greatly increased demands in this field of work, the Federal Conference of Women's and Equal Opportunities Officers (bukof) initiated a campaign "Fairnetzt Euch!" in 2020 to draw attention to the difficult working conditions in university secretariats and to demand fair pay for this status group from university management and science politics. Further information on the topic of equal pay can be found in the position paper "Endlich Entgeltgerechtigkeit und faire Arbeitsbedingungen in Hochschulsekretariaten schaffen!" (2020) and the recommendations for action for more pay equity and fair working conditions in university secretariats (2021) (see https://bukof.de/inhalte/fairnetzteuch/, last accessed on 20 October 2023).

promotion of gender and diversity research, including through integration in teaching and studies, improvements to the infrastructure to change the academic culture in the sense of a family-friendly university, and through gender- and diversity-oriented university development (particularly in the areas of quality development, system accreditation, and university controlling). In the following, those measures from the 2009 (PP I), 2014 (PP II) and 2018 (PP III) equality concepts are presented and evaluated, which point the way for new priorities in the 2030 equality concept on the key topics of "achieving parity" and "improving gender controlling".

2.2.1 Study and teaching

A new STEM programme for recruitment of female and male students is being developed as part of a BMBF-funded (Bundesministerium für Bildung und Familie) research project alongside the **successful project mentoring for schoolgirls**, which is firmly integrated into the complementary study programme of the Leuphana bachelor's degree. It is a hybrid STEM study orientation programme for schoolgirls aged 17 and over that combines aspects of digital transformation with a gender-centred, self-determined design. The aim is to gain evidence-based and transferable insights into successful STEM study choice orientation for women in the context of digital transformation. The programme is in responsibility of the School of Management & Technology.

Another field of activity of the gender equality work is the implementation of gender and diversity topics in Leuphana's degree programmes. Since 2010, bachelor’s students have been able to choose these as specialisations and receive a certificate for the coursework. Since the winter semester 2021/22, master’s students have also been offered a **Gender Diversity Certificate**, which is integrated into the complementary study programme.

Leuphana has been system-accredited since 2014. Together with the Quality Development Department – Team Q –, a process for the **integration of equality-, gender-, and diversity-aspects into system accreditation** was developed, structurally anchored, and successfully established.

2.2.2 Career and personnel development, especially for female scientists in qualification programmes

Since start of the funding from PP I, **mentoring, coaching, and workshop formats** have been offered for female academics in qualification phases at Leuphana.

The mentoring programme ProViae is aimed at female academics in the final phase of their doctorate, who are supported in the development of their academic biography and skills. The ProScience mentoring programme supports female junior professors and postdocs on their path to a professorship and helps them develop the skills they need to become eligible for a professorship. During the qualification phase, the female scientists are supported over a programme period of 18 months in orientation and decision-making processes as well as in their skills development. They are supported in setting the course for their own career path individually and competently. The mentoring programmes are regularly evaluated internally at the end of the programme phases in order to adapt coaching offers or processes and identify needs. In 2018, a one-off external evaluation was carried out by Morgenstern-Einenkel/ Luzar (2018) for the ProScience programme. The results of the evaluation showed that participants take advantage of the programme to develop their understanding of their roles and to raise awareness of structural gender equality issues. Self-reflection, strategy development for success and learning appropriate practices for one's own career path are rated as positive and supportive for the career (see also Bayfield et al. 2020, van Helden et al. 2021, O'Connor et al. 2019, van den Brink/ Benschop 2012, 2014). This means that important objectives of this equality measure have been achieved. The most

recent internal evaluations of the last two years show that mentoring processes for women in science make career-promoting contributions (cf. Meschitti/ Lawton Smith 2017). The successful programmes have been secured and continued over the years through project funding and are continuously scheduled. Since 2016, a three-day **summer school "How Many Roads? – Competence Days for Female Scientists"** (workshops and networking) is offered in cooperation with the Equal Opportunities Office/Mentoring and the Graduate School. In addition, the "Open Programme" offers opportunities for all female academics beyond those participating in the mentoring programmes. Both the summer school and the "Open Programme" are perceived as successful and will be continued.

Due to the university's **internationalisation efforts** and the qualification requirements for appointments (proof of international research and publication activities as well as networking activities), the Equal Opportunities Office, together with the International Centre, opens up opportunities for excellent female academics in the qualification phase (junior professors, postdocs) to expand their international networks and research activities (programme to promote the internationalisation of female academics in the qualification phase). For example, they can form an international research tandem (in- and outgoing) or spend time as a visiting researcher at a foreign university. After fewer grants than planned were initially implemented since the start of this measure due to pandemic-related travel restrictions, there is great interest in the programme. This measure has been successful, as more and more female academics are submitting applications for funding.

It also strengthens the goals of Leuphana's internationalisation strategy, which also focuses on increasing international visibility in research and teaching contexts and the targeted integration of international academics (development planning 2016-2025).

Individual funding included the provision of qualification positions and scholarships for female scientists in the qualification programme. In funding phase PP III, only qualification positions were awarded to women. In funding phase PP I, scholarships were also awarded for doctoral projects in gender research, and in funding phase PP II, doctoral completion scholarships and research start-up scholarships for postdoctoral researchers were awarded. The effectiveness of supporting female scientists during their qualification period through individual funding and in particular in combination with mentoring/coaching has proven to be very efficient and target-orientated. The female scientists in the postdoc phase were able to decisively improve their scientific performance and networks by utilising additional funding opportunities such as the funding fund for conference trips.

The **ProScience Research Fund** was introduced with a funding line for excellent young female scientists (doctoral candidates, postdocs and junior professors) as a gender equality measure in the PP II funding phase. In accordance with the Presidential Directive of 4 May 2016 on the funding of gender equality measures from the "ProScience Research Fund for Young Female Scientists", it was possible to apply for start-up and re-entry grants, short-term grants for the completion of the qualifying thesis (doctorate, habilitation) and the promotion of mobility (research and networking stays). The aim was to promote the transition to the postdoc phase. Up to and including 1 October 2019, 88 applications were received, including 2 applications for start-up grants. A total of 61 applications (70 % of the applications submitted) were funded, including 2 applications for start-up grants. The evaluation of the reports allows the following conclusions to be drawn about the success of the funding programme: The two female scientists in the postdoc phase who were funded with a start-up grant achieved their funding goals. Due to the comparatively low demand, because it apparently does not meet the needs of young female researchers, this funding programme was not continued after 2020. Only nine female doctoral students were able to complete and submit their dissertation at the end of the funding period or one to

two months after the funding expired. Overall, the ProScience Research Fund gender equality measure is not considered successful in terms of its objectives. This funding measure was therefore not consolidated and continued after 2020.

Particularly since the Gender Equality Concept for PP II, the promotion of **gender research** has received ongoing attention in the university's gender equality policy. In funding phase II, a visiting professorship for intersectional gender research was established to support the development of a cross-university network. In addition, a coordination position was filled for four years (2016- 2020) as start-up funding for the network. The promotion of female academics in the qualification phase in the field of gender research is an important field of action that needs to be focussed on and promoted more actively. With regard to strengthening the consideration of gender dimensions in the breadth of research in all subjects and disciplines, Leuphana 2022 participated in the BMBF call for proposals "Gender Aspects in Focus" and was selected for a concept development phase of seven months of funding. In funding phase III, Leuphana also launched a comprehensive guest researcher programme on intersectional gender studies, in which all five Schools can invite guest researchers with a focus on gender studies for one year in order to integrate these aspects more strongly into research and teaching. This programme will be continued by the Schools after the end of the funding period. The effectiveness of the measures cannot yet be conclusively assessed. However, the usefulness of promoting the integration of gender dimensions in research and thus in the expertise of the university is undisputed.

As part of **academic personnel development**, a permanent position concept was developed and management training and annual appraisals were introduced. Gender-differentiated data surveys have been conducted since 2015 on the need for a gender-equitable fixed-term employment policy (Norkus 2018) with regard to the selection and statutory fixed-term variants as well as the part- time/full-time ratio of academics. In 2018, the university developed a code of conduct for the employment of academic employees. In this code, the University undertakes to ensure that the possibility of extension in accordance with Art. 2 WissZeitVG, para. 1 sentences 4, 5 and 6 (family and disability policy component) is applied. To date, it has only been possible to find individual solutions to the problem of extensions in third-party funded projects (due to maternity/parental leave/care leave) on a case-by-case basis. A structural measure has not yet been put in place. The Code itself also serves to ensure transparency regarding the organisation of job profiles below and alongside the professorship and thus the university's fixed-term and permanent employment policy. With regard to a balanced gender ratio in the respective job profiles, there is a need for monitoring and action in terms of gender-sensitive personnel recruitment (see chapter 3).

Measures to **sensitise supervisors** to gender equality issues and to sensitise them to the qualification time of academics as part of their management role are a field of action at Leuphana. The following measures have been structurally anchored:

- ✓In 2013, the Leuphana Senate adopted a guideline on protection against discrimination, violence and sexual harassment.
- ✓In 2015, newly appointed professors at Leuphana received one-off leadership training as part of the welcome workshop, which included sensitisation for gender equality and equal opportunities[8].
- ✓Since 2016, annual appraisals have been held between supervisors and employees in the areas of technology, administration and science.

[8] The integration of awareness-raising for gender equality was a pilot format that is to be stabilised in various forms after testing.

- ✓In the 2018 summer semester, there was a modularised course on the topic of leadership, which also integrated gender and diversity aspects[9].
- ✓A guideline for equal opportunities and family-friendly management was published.
- ✓Since 2022, Leuphana has concluded a service agreement on mobile working, which makes it possible to work up to 40% of regular working hours outside the university. Teleworking opportunities on a larger scale are also possible in specially justified cases. Particular consideration is given to family circumstances.

2.2.3 Increasing the proportion of women in top scientific positions

Appointment management

In light of the objectives of the 2014 and 2018 gender equality concepts, a special focus was placed on the structural anchoring of gender equality measures in the context of appointment management. Gender equality aspects were integrated into the handout on appointment procedures, which supplements Leuphana's 2008 appointment regulations. Compliance with process and procedural steps is checked by the central appointment management team and the decentralised appointment officers with the involvement of the Equal Opportunities Officer. Gender equality aspects are anchored in the appointment regulations themselves. Furthermore, guidelines on the active recruitment of female academics (2016) in appointment procedures were developed and updated as well as guidelines on gender stereotypes in recruitment and appointment procedures (2018). In 2018, the Presidential Committee adopted additional measures for an equality-orientated appointment policy. This included the active recruitment of female scientists and a review of the advert profile to ensure that women can be recruited. In addition, the appointment management team developed and implemented a dual career policy (2018). Overall, the measures are categorised as successful, as they have become firmly established. Analysing and improving the quality of appointment procedures according to intersectional criteria in order to attract international academics, especially women, is still an open task.

Participation culture: proportion of women in bodies, committees and commissions

In the Gender Equality Strategy for PP III, greater attention was paid to the culture of participation of female professors within the university when filling management positions.

and participation in decision-making bodies. Art. 16 (5) and (6) of the Lower Saxony Higher Education Act stipulates quotas for the participation of women in elections, committees and commissions. In elections to academic bodies (Senate and School Council), 50 % of the nominations should be women. This can be achieved in principle in all status groups with the exception of professorships. Four out of five Schools currently have a proportion of female professors that is well below 40 % in some cases. Women should make up 40 % of the voting members of bodies, committees and commissions that are elected on the basis of nominations and proposals. In the case of appointment committees (Art. 26 para. 2 sentence 5), 40 % of the voting members should be women, at least half of whom should be professors. The University has established options for reducing the teaching load in special cases of disproportionately high loads on female professors due to appointment committees. An analysis of participation in recent years shows that the proportion of women in the group of professorships should be significantly increased to 20 %, particularly at decentralised level in the Deans and Senate (Table 5 and Table 23, Annex).

[9] This is also a pilot format that will be continued on the basis of the evaluations. The next programme is planned for 2023.

	Board of Trustees				Presidential Committee				Senate				
status 1.12.	total	thereof diverse	thereof women	women %	toal	thereof diverse	thereof women	women %	total	thereof diverse	thereof women	women %	thereof women in prof. group
2022	7	0	5	71 %	6	0	2	33 %	19	0	7	37 %	20 %
2018	7	-	4	57 %	5	0	2	40 %	19	-	6	32 %	10 %
2014	7	-	4	57 %	5	0	1	20 %	19	-	6	32 %	20 %

*of which 10 professorships

Table 5: Proportion of women on the Presidential Committee, Senate and Board of Trustees

In the Board of Trustees, with more than equal representation, and in the Presidential Committees in recent years, the proportion of women in the Vice Presidencies was equal. The proportion of women in the Senate has risen slightly, but the proportion of female professors is still too low at 20 per cent. The proportion of women in the Dean's Offices and School councils fluctuates significantly in some cases (Table 23, Annex). In 2014, the School of Sustainability had 100% male representation on the Dean's Board and the School Council. In response to this, an additional form was introduced for the elections to the academic bodies with regard to the 50 % of women standing for election.

Particular attention is paid to the proportion of women and, above all, to a corresponding proportion of female professors in decision-making committees, e.g. for appointments and programme advisory boards as part of the accreditation of degree programmes. At the same time, it is difficult to recruit female professors for the position of dean. In the last 10 years, only one female professor has been Dean, another is currently Dean. Due to this desired participation in offices, committees and commissions, the burden on female professors is disproportionately high. The female academics lack this time for their own research, publication activities and promotion of doctorates. The participation of female professors to strengthen a diverse university culture is a challenging task for the university (see chapter 3). For this reason, future gender equality work will focus on measures that promote a cultural change towards a university culture that promotes equality and gender equality at central and decentralised level and enables women to get involved (see Chapters 3.1.3 and 3.2.4).

2.2.4 Structural anchoring and integration into profile and mission statement development

Leuphana University Lüneburg is guided by the following guiding principles and codes when implementing equal opportunities and gender equality and developing an awareness of gender- related differences and hierarchies as well as social diversity: In July 2008, the DFG adopted the Research-Oriented Gender Equality Standards, since 2022 the new Research-Oriented Gender Equality and Diversity Standards. Leuphana University has been committed to implementing the DFG's research-oriented equality and diversity standards in all structural and personal decisions since 2013. By signing the "Diversity Charter" and the "Family in the University" charter in 2014, Leuphana University Lüneburg has committed itself to implementing an appreciative, diverse, family-orientated and inclusive university culture. Gender equality aspects are anchored at a structural level as follows:

- ✓In the **Senate's guideline on the realisation of the gender equality mandate** according to Art. 3 paragraph 3 NHG: This guideline contains regulations on the gender equality committees, the central and decentralised gender equality officers, the strategic fund for gender equality, on gender- differentiated data collection, on the gender equality concepts to be drawn up (central) and position papers (decentralised), on quality management of gender equality work and recommendations on gender-equitable language.
- ✓In **appointment management:** Gender equality aspects have been permanently integrated, particularly in the appointment regulations and guidelines and in the profile papers for appointment procedures: The handout on appointment procedures (current status August 2018) supports university

members in handling appointment procedures and addresses each individual step of the process. The key process steps from a gender perspective, such as the integration of gender aspects into the profile papers, the early constitution of the committee, the determination of the selection criteria prior to the review of the applications received have been worked in and implemented since 2008 and are thus firmly anchored in the structure.

- ✓In the procedural guidelines of the Presidential Committee for **quality development** in teaching and learning: The procedural guidelines from 2014 stipulate that the Central Equal Opportunities Officer is an advisory member of the Quality Advisory Board and participates in the development meeting (as part of internal accreditation) in an advisory capacity. She has the opportunity to write a statement on the development agreement, which is attached to the documents for reaccreditation.
- ✓In the **Schools** via the **position papers on gender equality and diversity**[10]: The position papers on the implementation of gender equality and diversity are updated by the Schools every two years. In particular, they contain qualitative and strategic goals. Data for assessing the situation is also included. Reporting on successes and challenges in the implementation of the goals also takes place every two years. The long-term goal of implementing a gender-equitable personnel structure by means of gender controlling is the further development of position papers in the Schools as an instrument for formulating objectives and controlling impact. This has not yet been fully achieved.
- ✓In the **Senate's guideline on protection against discrimination, violence and sexual harassment** at Leuphana University Lüneburg and in the **Presidential Committee's AGG guideline**. A low-threshold, comprehensive information and support online portal against sexual harassment and sexualised discrimination and violence has been available since 2019.
- ✓Long-term goals have been set at the university to promote **gender research**: The profile themes (formerly science initiatives in the university development plan) have integrated gender research into their development planning (2016-2025) in teaching and research in accordance with Integrative Gendering and Diversity and have set specific priorities. The university awards a research prize for gender and diversity research every 2-3 years as part of the Dies Academicus.
- ✓**Gender aspects** are permanently integrated into **studies and teaching**: Leuphana promotes students' gender competences within the framework of teaching and studies.

The following measures provide further structural anchoring in teaching and study programmes:

- ✓Gender equality aspects were integrated into the competence requirements for gender-equitable teaching in the public profile papers for professorships to be filled.
- ✓Gender equality and diversity aspects are included in the training programmes offered as part of internal training.
- ✓There are gender-sensitive system surveys and teaching evaluations at Leuphana.
- ✓Gender and diversity aspects are incorporated into the study programmes as part of system accreditation.
- ✓These are taken into account in the further development of study programmes and accompanying measures to create equal opportunities in studying and teaching (compensation for disadvantages, pre-selection rights, students with children).

[10] The Schools' position papers on promoting equality and diversity correspond to the concept of decentralised equality plans (see https://www.leuphana.de/einrichtungen/gleichstellung/gleichstellungs-und-diversitaetspolitiken/konzepte-richtlinien- empfehlungen.html, last accessed on 02.08.2023).

✓During the coronavirus pandemic, an online portal was set up to protect against discrimination in online teaching.[11]

2.2.5 Quality development at Leuphana University Lüneburg

Leuphana University Lüneburg was the first university in Lower Saxony to successfully complete the system accreditation process in 2014. Following on from this, effectiveness and quality checks are being carried out in many areas of the university. As a result, various equality-oriented measures are already being implemented at central and decentralised level:

At a central level via

- ✓continuous data monitoring for the collection of gender-specific data, e.g. for the compilation and evaluation of gender percentages in the qualification levels. This is central to the self-evaluation of gender equality measures.
- ✓gender-related data monitoring of appointment procedures (number of applications, invited candidates, list and call allocation).
- ✓equality concepts since the merger (2005) and the reorganisation of the university (2009), as well as a diversity concept (2022).
- ✓the implementation of gender-sensitive questions as well as questions on anti-discrimination and family friendliness in the system surveys of students and graduates.
- ✓regular internal evaluation of mentoring processes, workshops and coaching measures for the purpose of quality control and adjustment.
- ✓low-threshold gender consulting during the application process for research projects. This ensures that the DFG's gender equality requirements are met.

At decentralised level via

- ✓position papers on equality and diversity (School equality plan). The position papers on the implementation of equality and diversity are linked to the terms of office of the Dean's Office and School Council and are regularly updated.
- ✓the involvement of university committees and School councils in all equality plans and concepts.
- ✓quality management meetings on equality and diversity between the Dean's Office and central and decentralised equality stakeholders, every two years since 2020.
- ✓a quality circle on equality and diversity in the Schools for an open exchange on equality issues and concerns with all School members and the central Equal Opportunities Office, every two years since 2021.

2.2.6 Family friendly university and promotion of the compatibility of career or qualification and family

Leuphana has been recognised several times as a "family-friendly company in the north-east Lower Saxony region" and is a member of the "Family in the University" best practice club. With the establishment of a family service office in 2013, the aim of creating a family-friendly university in structures and cultures was taken into account. This is supported by various measures: Doctoral and postdoctoral scholarships are provided with a **child allowance** and an **extension option** of up to 12 months for family and caring responsibilities. Students with family responsibilities can apply for preselection rights for courses with limited admission. Leuphana's family service has set up **a childcare exchange, hol-**

[11] https://www.leuphana.de/einrichtungen/gleichstellung/angebote-und-informationen/chancengleichheit-und-diskriminierungsschutz-in-der-digitalen-lehre.html, last accessed on 02.08.2023

iday childcare and **flexible childcare** during committee times. There are regular information and networking opportunities for students with family responsibilities as well as an e-mail distribution list. In addition, free children's gymnastics, a reduced-cost menu for children in the canteen, mobile toy boxes in the Equal Opportunities Office and in the library as well as a **parent-child study** and breastfeeding and **quiet rooms** are available on the university campus. The number of childcare places for children under the age of three has grown steadily in the Lüneburg area, but is not yet in line with demand, which is why the university has added five more (since 2019) to the existing eight childcare places (since 2011) in a day care centre close to the university. Due to the asynchronous cycle between the allocation of childcare places, usually in summer, and the arrival of academics at the university, usually in spring or autumn, the university sees it as its task to offer solutions via the day care centres. An additional focus of activity in recent years has been the realisation of offers for employees with relatives in need of care. In addition to the **service agreement on care for employees**, which the Employees Council and the department published in 2017, a **counselling and information service** with regular events was established. Since 2023, Leuphana has been cooperating with several universities in Lower Saxony under the title "Care in Focus", in particular to expand the programme of events for and networking of university employees with care responsibilities.

2.3 SUMMARY: TARGET REVIEW OF EQUALISATION AND DERIVATION OF QUATITATIVE AND QUALITATIVE EQUALISATION OBJECTIVES

General gender equality aspects and the promotion of the compatibility of career/qualifications with caring activities have been successfully implemented in university processes and structures (via guidelines and regulations) in the areas of university development planning, appointment, recruitment and tenure-track procedures, dual careers, scholarship awarding, system accreditation/quality management, teaching and university service agreements. Some of the measures that have been initiated or continued as part of the Future Gender Equality Concept since 2018 will also be focal points of work in the coming years: These include mentoring programmes, individual support, strengthening gender and diversity research, international research networking and the area of family-friendly universities. The task of gender equality work is to address future challenges in the areas of family-friendly cultural development, controlling and monitoring, skills development/ strengthening gender sensitivity, equality-orientated appointment procedures and career planning for female postdocs and junior professors. Table 6 below summarises the successes of gender equality work in recent years as well as the challenges and objectives for the coming years.

measure	gender equality measures incl. evaluation	next steps (PP 2030)
equality-orientated appointment procedures	✓guide to active recruitment, information sheet Unconscious bias in selection procedures – *successful, structurally anchored*	introduction of support measures for targeted active recruitment by discipline, development of formats for training appointment committee members on biases, further development of gender-differentiated controlling and monitoring of Appeal procedure
female professors for top positions	✓change in management culture; networking of female professors, opportunity to relieve the burden of over-proportional participation in appointment procedures due to the quota regulation – *successful* ✓gender aspects in management training: Concept development in academic PE and implementation – *successfully, expansion planned*	further measures for cultural development in the Schools

measure	gender equality measures incl. evaluation	next steps (PP 2030)
intensive mentoring & open qualification programmes für female scientists in the qualification phase	✓support for advanced female doctoral candidates, post-doctoral researchers and junior professors in their career development: including modularised offerings – *successful* ✓summer School/ Competence Days – *successful*	continue
individual support	✓promotion of female scientists (doctoral candidates, postdoctoral researchers) by awarding qualification positions – *successfully*	continue
aquisation of female students in subjects in which they are underrepresented	✓project mentoring for schoolgirls – *successful because it is anchored in the curriculum* ✓gender equality controlling within system accreditation – *successful, structurally anchored* ✓curricular anchoring of gender and diversity topics – *successful through constant support and counselling*	continue (School of Management & Technology) continue to accompany internal accreditations
international research networking and tandems (in- and outgoing)	✓promoting excellent young female scientists in the attainment of professional qualifications – *successful* ✓strengthening Leuphana's internationalisation processes and international visibility – *successful*	continue
strengthening gender and diversity research	✓establishment of guest researcher programme for gender research in the Schools – *possibly successful (trial phase not yet completed)* ✓promotion of young female scientists in gender research – *successful* ✓network for Gender and Diversity Research: Strengthen structural anchoring and third-party funding activities – *successful*	continue
evaluation of gender equality measures through integration into quality managements	✓revision of the equality guideline, integration of proven quality management instruments (QM talks on equality and quality circles on equality and diversity) in order to subject equality measures to a comprehensive quality assurance process – *QM target achieved, target evaluation not fully achieved*	continue with a focus on monitoring and controlling
family-friendly cultural development	✓family-friendly university – *successful* ✓studying with children – *various measures successful, structurally anchored*	continue to collect statistical data as part of the planned monitoring/ controlling programme

Table 6: Successes and challenges of gender equality work in 2018 and targets up to 2030

The following quantitative targets were derived from the data analysis (see section 2.1): These are an increase in the proportion of female professors to 40%, an increase in the proportion of women at W3 level from 24% to 35% and parity in the filling of dean's offices, particularly in the offices of dean and pro-dean.

In order to achieve the aforementioned quantitative goals, future gender equality work will focus on the development and implementation of qualitative measures. These are aimed in particular at cultural development towards a gender-equitable university that is orientated towards family friendliness, equal opportunities and parity. As a result, the following qualitative goals come into focus in particular, such as

- ✓strengthening and consolidating measures for equality-orientated, gender-sensitive and anti- discriminatory recruitment and appointment procedures,
- ✓more visibility of women in science and in leadership positions,
- ✓strengthening intersectional equality work, especially for the group of academics in the qualification period, and
- ✓gender-equitable organisational development, which must be anchored at both central and decentralised level.

To this end, equality controlling should be more closely linked to quality development in the future and data controlling should be expanded in a decentralised manner. Data controlling in appointment procedures should also be refined and more closely linked to School objectives.

3 GENDER EQUALITY CONCEPT FOR PARITY: DERIVING SEPARATE PRIORITIES

Gender inequalities at German universities are only changing very slowly. This is also reflected in the current figures at Leuphana University Lüneburg (see also Chapter 2), as there is still a significant loss of women from the academic system after the doctoral phase until they become professors, which also exists nationwide (GWK 2022). In recent years, various studies have been published on the causes of the underrepresentation of women in academia (e.g. Erbe 2022, Engels/ Beaufaÿs/ Kegen/ Zuber 2015, Fritsch 2016, Kahlert 2003, Metz-Göckel 2020, Möller 2018, Riegraf 2018, Schacherl/ Roski/ Feldmann/ Erbe 2015). These clearly show that the academic system as a special form of organisation not only contains specific framework conditions for academic careers, but also challenges for gender equality issues. Universities are supported by professions (professorships) with a high degree of autonomy and self-organisation, also with regard to decision-making and implementation. Gender equality work at universities is very much determined by the respective internal circumstances, which, depending on the type of university, everyday practices of decision-making and implementation as well as participation structures, can have a favourable or unfavourable effect on gender equality projects (cf. Erbe 2022, p. 83 ff). Gender-oriented professional and organisational research shows that gender differences also exist in workplaces (Gott-Schall 1998), which become visible in gender hierarchies and gendered decision-making processes. As a result, resources, negotiation processes and organisational opportunities are not evenly distributed between the genders. For example, female professors at Leuphana are less represented than male professors in leading positions in the Dean's Offices/Schools (see section 2.2.3). This is in line with the findings of Erbe (2022), according to which female presidents and deans are still clearly in the minority compared to their male colleagues (see also Paulitz/Wagner 2020, p. 135). Leuphana aims to counteract this as part of cultural development and networking at the Schools. Roski/ Schacherl (2015, p. 69) also refer to this necessary inclusion of different levels, organisational units and Schools of the complex university organisation (Meuser 2004). Less decisive are suitable instruments or economic constraints according to Riegraf (1998) (see also HRK 2022). These can have a supportive effect. What is more relevant are the complex organisational negotiation processes, the way in which stakeholders are involved, compromises are reached and decisions are made (see also Jüngling/ Raststetter 2011, p. 31 ff). The situation for successful gender equality work at universities is therefore preconditional: gender equality strategies must be adapted to these different internal areas and subject cultures and be in harmony with them (Erbe 2022, p. 83). In order to meet these challenges, external organisational development consulting is planned over the next few years for the further development of gender equality work at Leuphana in order to train central and decentralised gender equality actors for gender equality-oriented organisational development processes.

Another challenge is that the implementation of gender equality concerns is often fraught with conflict. The desired cultural change towards a gender-equitable university is often accompanied by conflicts over power, resources and innovation, as well as overt and covert resistance, including around the significance of gender (Blome et al. 2005, p. 106, Jüngling/ Raststetter 2011, Striedinger et al. 2016, p. 14, Glöckner et al. 2019). It is therefore important for gender equality work that gender equality

policies are firmly anchored at a university (Striedinger et al. 2016, p. 20). It is also important to be in close contact with key stakeholders (individuals and groups), to establish and maintain supportive network structures within the organisation, to repeatedly enter into negotiation processes and to campaign for acceptance (Jüngling/ Raststetter 2011, p. 32 ff, Vollmer 2017, p. 192 ff). Continuity and a renewed focus on fields of action that have already been worked on are necessary insofar as science and universities are characterised by a strong change in personnel due to (inter)national mobility of scientists, fixed-term contracts for scientists in the qualification period (proportionally also in project-related science management and in implementation-oriented research projects) as well as temporary positions at management level in the Dean's Offices and presidia. As a result, the people, supporters and contact persons with whom cooperation is planned as part of gender equality programmes change. These different challenges make it clear that gender equality work must be accompanied by organisational development processes in order to successfully initiate a cultural change at universities and to make visible which barriers exist at micro-political levels that cause gender equality goals and programmes to fail (Meuser 2004, p. 94). Riegraf (1998, p. 40 ff.) also emphasises how important negotiation systems, support at management level and the willingness of decentralised actors at all hierarchical levels to cooperate are for successful gender equality policies (cf. also Striedinger et al. 2016, p. 20 f., Schacherl/Roski 2015, p. 160 f., Kahlert 2003, p. 229).

For the analysis of previous gender equality measures, the previous chapter analysed the fields of study and teaching, academic personnel development including research funding, career planning, skills development, cultural change, family friendliness and quality development of the Gender Equality Strategy for the Future (see Chapter 2). Future measures within the framework of the Gender Equality Strategy 2030 for the implementation of gender-oriented organisational development should focus on the areas of appointment management, promotion of female academics in qualification, cultural development, quality development and controlling/monitoring. These are described below and related to the general development goals at Leuphana (see chapter 2.3). In the following chapter the implementation of the Gender Equality Concept 2030 is presented, the overarching goal of which is a process-based understanding together with all university stakeholders in order to develop and establish gender-equitable university cultures at Leuphana.

3.1 GENDER EQUALITY ORIENTED ORGANISATIONAL DEVELOPMENT AT LEUPHANA

The further development and expansion of gender equality-oriented organisational development at Leuphana addresses various fields of action to which gender equality measures can be assigned. In the past, there have already been gender equality activities in the areas of appointment management and quality development (see Chapter 2 for details). This was the first important step towards strategic controlling and quality management, which will be further developed in the coming years in order to better control centralised and decentralised gender equality processes and to be able to review and, if necessary, adjust the effects of measures.

3.1.1 Field of action: Appointment management

Every appointment is an important decision for the profile of a university in teaching and research for a longer period of time. Appointment procedures are therefore of central importance for the development of a university as an attractive place to study, as an excellent research institution, with regard to international connectivity and for increasing the proportion of women in professorships. According to Wroblewski (2015, p. 121), all phases of an appointment procedure can potentially have gender biases, which can be countered by appropriate measures. There are a number of initiatives and publications in which quality criteria and recommendations for action are presented and discussed (cf. MWK, LHK,

lakog niedersachsen i. E., lnhf 2011, Färber/ Spangenberg 2008). With the completion of the guidelines on stereotyping mechanisms (unconscious bias) and the active recruitment of female academics in appointment procedures, Leuphana has created the conditions for the systematic handling and implementation of transparent and gender-equitable appointment procedures in recent years. One challenge is to transfer these measures to an individual level and to enable the members - both as individuals and as members of the collective decision-making body of an appointment committee - to self-reflect and analyse the practices in procedures and their own role (see also Wroblewski 2015, p. 134 f.). To this end, specific support services tailored to Leuphana should be developed to help further professionalise the work of the appointment committees. Another goal is the conception and implementation of gender-sensitive controlling and monitoring of appointment procedures, such as in the area of active recruitment, on the basis of which targeted, School-specific measures to increase the proportion of W2 and especially W3 female professors can be derived and implemented. This is because retaining female professors in particular is a challenge (see section 2.1.1).

3.1.2 Support for female scientists during the qualification period

The funding policy for science at German universities on the part of the EU, the federal government and the federal states has continued to lead to a significant increase in the number of academics in the qualification period in recent years. Despite this, the number of professorships and permanent positions has not grown in proportion to the number of academics gaining qualifications (HRK 2014, Consortium Federal Report on Early Career Researchers 2017 and 2021). The resulting competitive requirements for retention and promotion opportunities as well as professorial appointments go hand in hand with an increased need for counselling and qualification of academics (in the qualification period). Leuphana addresses these developments by providing suitable framework conditions for excellent research and qualification conditions for young academics, including by expanding the career path of junior professorships and tenure-track options and through a comprehensive funding system.

Academic Personnel Development is a central service facility for doctoral candidates in the final phase, postdocs, junior professorships and professorships at Leuphana, which is closely interlinked with other central and decentralised facilities, such as the doctoral and postdoc advisory service at the Graduate School and the mentoring services offered by the Equal Opportunities Office. The long- term goal of equality-orientated academic personnel development is to significantly increase the proportion of female professors nationwide in subject areas in which they are severely underrepresented. Those who aspire to a professorship are professionally supported through counselling, coaching and mentoring in the acquisition of professional qualifications. Previously successful programme lines for the promotion and support of female academics in their qualification will be continued and consolidated.

3.1.3 Field of Action Cultural Development

Cultural development is required for gender equality in academia and at universities. Initiating cultural development, providing impetus, developing and supporting measures is not only the task of gender equality stakeholders. Shaping gender-equitable university cultures must be supported by many stakeholders in a cross-sectional manner, as the change means a reorganisation of science, administration, university policy and subject cultures. The organisation of cooperation with the decentralised level, the service facilities and science management as well as with supervisors in administration and science plays a central role. Cross-departmental cooperation within the framework of gender-oriented organisational development has so far taken place at Leuphana, particularly in the areas of family-friendly university structures, academic personnel development, the Code of Trust, promoting the integration

of gender dimensions in research and changes in leadership culture. A structured organisational development process is required to derive gender-sensitive measures for cultural development in the Schools, in particular to recruit female professors for leading positions in the Schools/dean's offices.

3.1.4 Quality development and equality monitoring

The process model for quality development described by Pasternack (2004, p. 9) guides the areas of quality development and equality controlling at Leuphana. In equal opportunities work, a distinction is made between two levels: quantities, which are measurable, and qualities, with which, for example, existing standards at universities are to be secured, underachievement prevented or new qualities achieved. The stipulations of gender equality concerns in Leuphana's mission statement, in the university development plan, in the university's regulations and guidelines and at a higher level with reference to legal regulations and ordinances serve as a guide. Based on this, quality objectives for equality issues must be determined in the quality orientation phase. Various concepts and instruments are used for operationalisation, including equality controlling. It is used to sustainably anchor equal opportunities as a cross-sectional task (cf. Krell 2011, p. 8 ff.). The aim is to link planning, target setting, monitoring and information provision. The collection of equality data for analysing the current situation at Leuphana will be continuously specified and extended to other areas. Most recently, the category 'diverse' was added to the data collection. The findings from the analysis of the current situation and the comparison with the objectives (target/performance comparison) are widely communicated to the university as part of gender monitoring and the reports of the gender equality officers. The performance review is at the end of the equality controlling loop: the data from the actual analysis is used and checked with regard to target achievement, adjustment or new targets. The control loop then starts all over again. Equality-oriented controlling is successful if it includes gender analyses and creates transparency and can therefore serve the Schools as an information basis for their performance (Schacherl/ Roski/ Feldmann/ Erbe 2015, p. 214). According to Kahlert (2003, p. 228 f.), figures are recognised as hard facts and as objective. This quantifiable knowledge is more usable than qualitative knowledge in the context of equality-oriented organisational development processes.

3.1.5 Zusammenfassung und Ausblick: gleichstellungsorientierte Organisationsentwicklung

The previous chapters clearly show that equality-oriented organisational development can build on existing approaches and measures. In particular, the fields of appointment management and qualification in science contain well-established approaches and offers. All of the areas of action outlined can build on activities and measures at the university or link to them. The following Fig. 3 summarises the university's internal approaches as well as previous successful equality measures and their further development.

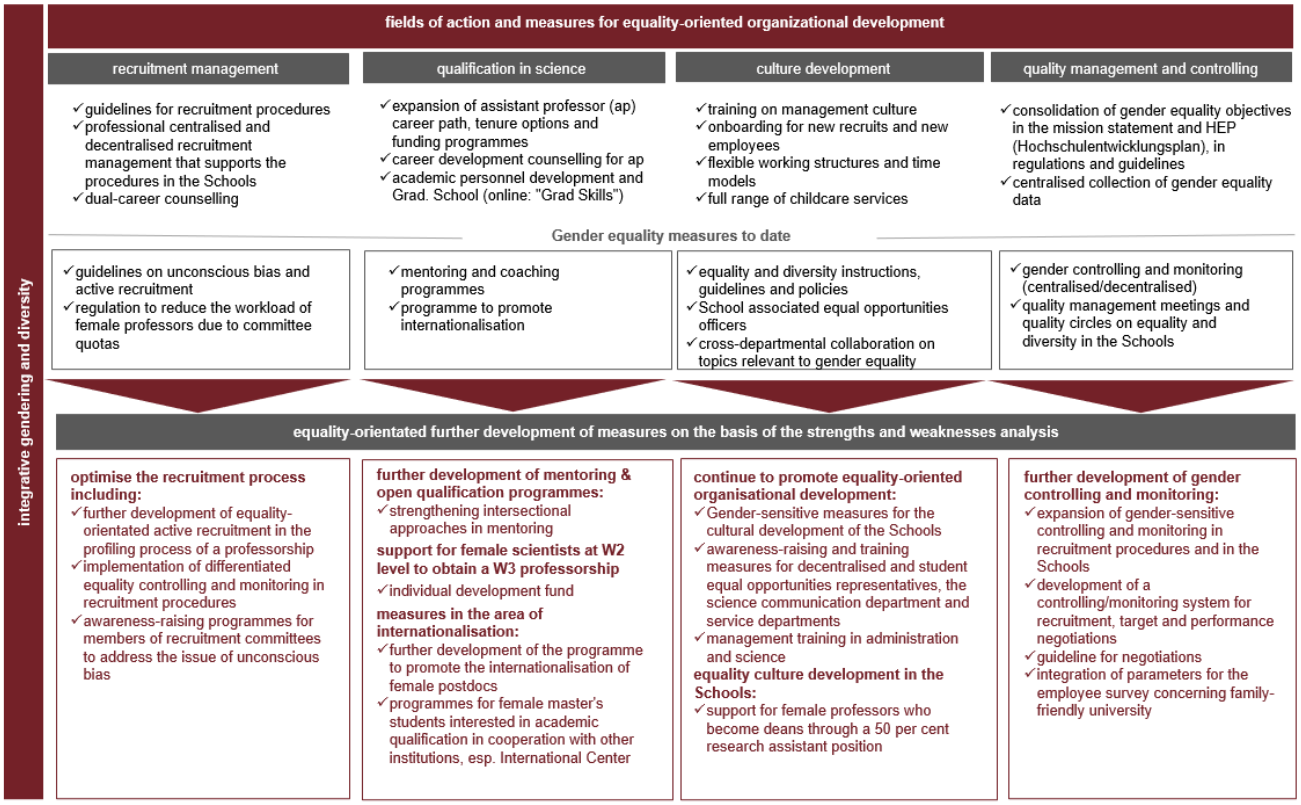

Figure 2: Fields of action and measures for equality oriented organisational development

3.2 IMPLEMENTATION OF THE EQUALITY OBJECTIVES OF THE EQUALITY CONCEPT FOR PARITY

The equality concept for parity includes measures that are located in equality-oriented organisational development and are assigned to the fields of action of appointment management, qualification in science, quality development and controlling as well as cultural development. The implementation is explained below with a focus on the objectives of the "Female Professors Programme for Parity" funding programme.

3.2.1 Increasing the proportion of women in professorships, in top scientific positions, and at management levels at central and decentralised levels towards parity

In order to increase the proportion of women in professorships and top academic positions towards parity, a targeted analysis of potential barriers in the appointment process is required in addition to the removal of structural obstacles, so that exclusion mechanisms within the procedures do not stand in the way of a valid assessment of professional performance and optimal fit (cf. Peus et al. 2015, Witzig/ Seyfarth 2020). The barriers that make it difficult to appoint international female academics should also be focussed on.

The aim of the following measures is therefore to integrate further **gender-equitable quality criteria** and gender equality-oriented procedural steps **into the appointment process** (e.g. MWK/ LHK/ lakog niedersachsen i. E., Steinweg et al. 2023). Following on from the existing guidelines for the **active recruitment** of female academics, the analysis, development and monitoring of School- specific processes for active recruitment is planned. These steps should begin as early as possible in the profiling of a professorship. In order to support committee members in reflecting on possible biases and prejudices, an existing handout on the topic of **unconscious bias** will be made available to them digitally at the beginning of the committee's work. It remains to be seen how the respective committee members

will deal with the topic. A further measure therefore envisages the development and testing of various formats in which commission members are instructed at the beginning of the appointment procedure for gender-sensitive quality criteria, especially in dealing with unconscious bias in procedures (Steinweg et al. 2023). A **guideline for negotiation situations** should provide more transparency for appointments, retention negotiations and in discussions on performance agreements.

3.2.2 Promote career and personnel development for female academics during the qualification period on the path to professorship and increasing the predictability of career paths

Over the years, mentoring programmes have become an integral part of academic personnel development at universities alongside coaching and advisory services (Petersen et al. 2017). According to Leenders/ Bleijenbergh/ van den Brink (2020), mentoring also has a gender equality-promoting effect in the structures and cultures of academic organisations (see also Kurbjuhn 2017). Another goal is therefore to **further develop the mentoring and open qualification programmes**. A continuation of the modularised coaching offer, a focus on the tandem relationship and stronger integration with the Graduate School's offerings and academic personnel development are planned. The **programme to promote internationalisation** for female postdocs will be further developed and expanded to include offers for other target groups (W1 and possibly W2). A new measure addresses **female master's students from abroad** in order to support them in their career development. The offers for this target group are designed and implemented in cooperation with other institutions, in particular the International Centre. The support of female academics during their qualification period through **individual support** and in combination with mentoring/coaching has continued to prove its worth and will be maintained through the allocation of qualification positions. In order to support female academics in a W2 professorship in the transition to a W3 professorship (see objectives in section 2.3), an individual support fund is offered for this target group. W2 female professors in the first five years of their professorship can apply for relief funds, funds to support research and networking as well as for the preparation of reputation-enhancing third-party funding applications and publications via the individual support fund.

3.2.3 Introducing a university-specific, appropriate equality controlling system

Leuphana already has a university-specific gender equality controlling system, which is continuously being expanded, adapted and further developed as part of university development with a focus on areas relevant to gender equality. Appointment procedures have become more complex in recent years. They are subject to strict quality assurance. For this reason, Leuphana's appointment management has continuously introduced new quality standards and professionalised processes at central and decentralised level in recent years. New gender equality-oriented measures focus on **expanding gender-sensitive controlling and monitoring of appointment procedures at decentralised level** (see also the recommendations for action by Steinweg at al. 2023) and for the area of **family-friendly universities**. Controlling in the area of active recruitment will be expanded to improve gender equality in appointment procedures. In future, a review of the effectiveness of the active recruitment of academics is to be included in the controlling (e.g. addressees of active recruitment, review of the relationship to central and decentralised development goals, number and status of persons involved in active recruitment, number of applicants, placements on the appointment list). Controlling is extended to performance-related pay (financial) as well as appointment and retention negotiations. Future measures in the area of family-friendly universities also lie in the further development of controlling and monitoring in order to evaluate programmes and report on their implementation: One project involves the development of indicators with which the quality of family-friendly measures, which cannot be expressed

solely in figures, can be ascertained by means of surveys. The aim is to improve the operationalisation of impact measurement for quality assurance measures. Leuphana regularly conducts an employee survey on satisfaction with work situations. In addition to the development of indicators, the design and integration of university- specific parameters relevant to equality for the area of family-friendly universities is planned in order to be able to make statistical statements in the area of family-friendliness. The aim is to derive strategic steps for the further development of equality measures, e.g. to strengthen family friendliness at Leuphana and to sensitise supervisors in administration and academia (see also management training in section 3.2.4).

3.2.4 Stimulating cultural development towards a university culture that promotes equality and gender equality at central and decentralised levels

Gender inequalities are visible at universities in the work, specialist and academic cultures. They affect female academics in the qualification phase and after appointment to a professorship (e.g. Kortendiek 2019, Krais 2000, Paulitz/ Wagner 2020). In view of the changes that are constantly taking place at universities in terms of university management and personnel, the aim of gender equality- oriented organisational development must be to continuously shape and redesign working cultures at Leuphana. The gender-sensitive measures for cultural development address various areas and instruments: The focal points of recent years to promote compatibility with family, caring responsibilities and career or studies will be further developed and continued. One instrument for promoting cultural development is the design and implementation of **further education and training programmes for those involved in equal opportunities**: At Leuphana, the decentralised equal opportunities officers in the Schools are elected every two years and the additional student equal opportunities officers are elected annually. It has been shown that new office holders, especially for the student office, require more detailed instruction for the new office. Sensitisation and training measures will be offered for this purpose in the future. Further awareness-raising and training courses with a focus on cultural development in the Schools and the university in general will be initiated for decentralised equal opportunities officers on the topic of abuse of power in order to enable them to identify problematic work cultures and open up options for action (see AG Gender.Macht.Wissenschaft 2023, p. 183 ff.).

In addition, further new gender-sensitive measures are planned to **develop the skills of those involved in cultural development** in the Schools, service facilities and academic management. A guiding goal is to recruit female professors for leading positions in the Schools/dean's offices. In order to identify the necessary starting points and develop successful strategies, qualification programmes are planned for central/ decentralised equal opportunities officers and service facilities, employees in academic management and in the dean's offices. These focus on gender-orientated organisational and personnel development, as part of which concepts, implementation strategies and concrete measures (e.g. improved action guidelines, process optimisation, strategic networking) are developed. In future, female professors who take on the role of dean will receive special support in the form of a 50% employment position to maintain their activities in the role of professor and their visibility in the scientific community. This support is necessary in addition to other cultural development activities, as female professors at Leuphana are generally more heavily burdened than male professors due to the quota system for committees. Furthermore, due to the low proportion of female professors in W3 professorships, young female academic professors who have not yet achieved the career goal of a W3 professorship must also be recruited for the position of dean at Leuphana (see figures in Chapter 2, Fig. 1).

So far, **management training courses** in administration and science, which integrate gender- sensitive aspects of leadership, have been developed and trialled as pilot formats at Leuphana. The evaluations and experience gained speak in favour of a permanent offer that is designed and implemented as a new measure. By integrating gender-equitable, anti-discriminatory and family- friendly HR policies and leadership into management training courses, this measure makes a significant contribution to sensitising supervisors to social gender relations and their impact on work cultures and structures, as well as to stereotypes and unconscious bias that have a discriminatory effect (see e.g. Krell/ Ortlieb/ Ortlieb/ Leuphana). Krell/ Ortlieb/ Sieben 2011, Peus/ Braun/ Hentschel/ Frey 2015, Rehbock/ Knipfer/ Peus 2021, p. 13).

In order to increase the visibility of research by female scientists and also gender research (including Schiebinger/ Klinge 2013 and 2020 and the Gendered Innovations website [https://genderedinnovations.stanford.edu, last accessed on 15/08/2023]) at Leuphana, the design and implementation of **training courses** for those involved in **science communication and public relations** are planned as a further measure.

4 PACKAGES OF MEASURES

Table 7 in section 4.1 summarises the fields of action, objectives and measures, as well as the associated employeesing and financial resources for equality measures. Chapter 4.2 explains the structural anchoring of gender equality work and the gender equality concept for parity at central and decentralised levels at Leuphana.

4.1 PERSONNEL AND FINANCIAL RESOURCES FOR THE PLANNED EQUALITY MEASURES

target groups/ measures	responsibility	financing
female scientists in the qualification period and in top positions		
✓mentoring & open qualification programmes for female scientists in the qualification process, strengthening intersectional approaches in mentoring	equality	from additional measures to promote equality: funds for coaching, workshops, travel expenses, coordination centres, etc. and their consumables
✓further development of the programme to promote internationalisation for postdocs, W1 and possibly W2	equality, advisory: International Centre	from additional equality-promoting Measures: funds for coordination centre, scholarships, travel expenses
✓programmes for female master's students with an interest in academic qualification. qualification in coop. with other institutions, esp. International Centre	equality and Graduate School in an advisory capacity	from additional measures to promote equality: funds for coaching, workshops, SHK funds, etc.
✓individual funding: Funding for female scientists (doctoral students, postdocs) women) by awarding qualification positions	appointment management, equal opportunities	from additional measures to promote equality: funds for jobs, possibly scholarships (= in-house financing share for equal opportunities measures)
✓promotion of female scientists to W2 to obtain a W3 professorship: Individual support fund	equality	from additional measures to promote gender equality: resources for the endowment of the fund
appointment management		
Optimise the appointment process according to quality criteria, e.g.: ✓active recruitment in the profiling process of a professorship, ✓further development and differentiation of gender equality controlling and -monitoring in appointment procedures, ✓awareness-raising programmes for members of appointment committees, ✓on the topic of unconscious bias.	equal opportunities, appointment management, Schools	from additional measures to promote equality: Funds for positions and material resources

quality development and equality controlling		
✓expansion of gender-sensitive controlling and monitoring to appointment procedures and decentralised levels ✓integration of parameters for the employee survey in the area of family-friendly university	equal opportunities, appointment management, Schools/ deans' offices, personnel development	internal
cultural development		
✓external organisational consulting for gender-sensitive measures for cultural development in the Schools	equal opportunities, Schools/deans' offices	from additional measures to promote equality: Funds for fee contracts Personnel funds – internal
✓awareness-raising and training measures for decentralised and student equality officers, and for the field of science communication	equal opportunities, Schools	from additional measures to promote equality: funds for workshops and SHK hours, personnel resources – internal
✓training for supervisors in administration and science	personnel development, Presidential Committee	internal
✓support for female professors who become dean, through a 50 % research assist.	Schools/ deans' offices, Presidential Committee	from additional measures to promote equality: funds for jobs

Table 7: Features of the planned equality measures

4.2 STRUCTURAL ANCHORING OF THE EQUAITY CONCEPT FOR PARITY AT CENTRAL AND DECENTRALISED LEVES AT LEUPHANA

The actual realisation of the gender equality mandate and the implementation of equal opportunities are jointly supported by the university. Equal opportunities as a department is the responsibility of the President of the University. In addition to the central full-time Equal Opportunities Officer, who was elected for a term of office of 8 years, part-time and student decentralised Equal Opportunities Officers work in Leuphana's Schools. In addition to the gender equality mandate, the university also focuses on equal opportunities, anti-discrimination and inclusion, thus combining the topics of gender equality, diversity and compatibility of family and career/qualification in the Equal Opportunities Office. The central Equal Opportunities Officer has human and financial resources at her disposal: The Equal Opportunities Office has a material budget of 20,000 euros per year and has 4 permanent FTEs and currently 1.25 temporary/project-related FTEs. In addition to the Equal Opportunities Officer, the Equal Opportunities Office includes an administrative employee, two advisors (Equal Opportunities and Diversity) and an employee from Family Services. In recent years, additional funds have been available from third-party and special funds for personnel and material costs as well as for equality projects and measures. The university has an equal opportunities fund with an annual budget of 10,000 euros. It finances events and projects to strengthen gender and diversity research, develop gender and diversity-related skills and measures to promote compatibility. Funds are also available to relieve and support the decentralised equal opportunities officers. Support employees and, if necessary, teaching support. The Senate Commission for Equal Opportunities advises the university management and the central Equal Opportunities Officer in their equal opportunities' activities and in the strategic implementation of the equal opportunities mandate as well as on issues of equal opportunities and anti-discrimination. Leuphana is a member of the Association of North German Universities and the University Alliance (UA) 11+. The results of the new equal opportunities projects described above are presented, discussed and further developed in both alliances.

LIST OF FIGURES AND TABLES

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ANNEX

	Leuphana University											
Status 01.12.	2011			2013			2017			2022		
employees	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**thereof diverse**	**women %**
non academic employees total	413	292	70,7	448	316	70,5	475	335	70,5	533	377	0	70,7
scientific employees total	609	294	48,3	768	363	47,3	605	292	48,3	566	283	0	50,0
total	1.022	586	57,3	1.216	679	55,8	1.080	627	58,0	1.099	660	0	60,0
res. assistant/ teacher for special tasks	457	249	54,5	586	312	53,2	428	237	55,4	404	225	0	55,7
thereof qualification positions	80	50	62,5	58	38	65,5	115	70	60,9	148	85	0	57,4
professorships	152	45	29,6	182	51	28,0	177	55	31,1	162	58	0	35,8
thereof reg. prof.	123	32	26,0	123	29	23,5	124	33	26,6	119	41	0	34,4
thereof jun. prof.	11	4	36,4	8	5	62,5	30	15	50,0	13	8	0	61,5
thereof temp. prof.	18	9	50,0	51	17	33,3	23	7	30,4	30	9	0	30,0

Table 8: Employees at Leuphana over time

	School of Education												
Status 01.12.	2011			2013			2017			2022			
employees of the School	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**thereof diverse**	women %
non academic employees total	17	15	88,2	18	16	88,9	26	23	88,5	25	23	0	92,0
scientific employees total	96	56	58,3	107	59	55,1	140	82	58,6	138	92	0	66,7
total	113	71	62,8	125	75	60,0	166	105	63,2	163	115	0	70,6
res. assistant/ teacher for special tasks	67	41	61,2	76	45	59,2	105	65	61,9	100	72	0	72,0
thereof qualification positions	8	8	100	15	12	80,0	22	15	68,2	31	24	0	77,4
professorships	29	15	51,7	31	14	45,2	35	17	48,6	38	20	0	52,6
thereof reg. prof.	22	12	54,5	27	13	48,1	27	13	48,1	26	15	0	57,7
thereof jun. prof.	2	0	0,0	0	0	0,0	5	3	60,0	3	3	0	100,0
thereof temp. prof.	5	3	60,0	4	1	25,0	3	1	33,5	9	2	0	22,2

Table 9: Personnel in the School of Education over time

	School of Culture and Society												
Status 01.12.	2011			2013			2017			2022			
employees of the School	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**women %**	**total**	**thereof women**	**thereof diverse**	**women %**
non academic employees total	12	11	91,7	17	15	88,2	18	17	94,4	20	17	0	85,0
scientific employees total	54	22	40,7	67	29	43,3	102	50	49,0	85	40	0	47,1
total	66	33	50,0	84	44	52,4	120	67	55,8	105	57	0	54,3
res. assistant/ teacher for special tasks	32	14	43,8	42	21	50,0	69	38	55,1	59	31	0	52,5
thereof qualification positions	13	7	53,8	8	4	50,0	32	19	59,4	28	14	0	50,0
professorships	15	4	26,7	11	2	18,2	17	6	35,3	17	6	0	35,3
thereof reg. prof.	4	2	50,0	4	3	75,0	7	5	71,4	2	0	0	0,0
thereof jun. prof.	3	2	66,7	10	3	30,0	9	1	11,1	7	3	0	42,9

Table 8: Personnel in the School of Education over time

Status 01.12.	School of Sustainability												
	2011			2013			2017			2022			
employees of the School	total	thereof women	women %	total	thereof women	women %	total	thereof women	women %	total	thereof women	thereof diverse	women %
non academic employees total	33	28	84,8	32	26	81,2	28	26	92,9	30	25	0	83,3
scientific employees total	111	51	45,9	108	50	46,3	142	74	52,1	132	72	0	54,5
total	144	79	54,9	140	76	54,3	170	100	58,8	162	97	0	59,9
res. assistant/ teacher for special tasks	84	46	54,8	83	46	55,4	110	63	57,3	102	61	0	59,8
thereof qualification positions	29	17	58,6	10	7	70,0	12	9	75,0	26	18	0	69,2
professorships	27	5	18,5	25	4	16,0	32	11	34,4	30	11	0	36,7
thereof reg. prof.	22	4	18,2	19	3	15,8	21	5	23,8	23	8	0	34,8
thereof jun. prof.	3	1	33,3	2	1	50,0	7	3	42,8	5	2	0	40,0
thereof temp. prof.	2	0	0,0	4	0	0,0	4	3	75,0	2	1	0	50,0

Table 9: Personnel in the School of Sustainability over time

Status: 01.12.2022	School of Public Affairs			
	2022			
employees of the School	total	thereof diverse	thereof women	women %
non academic employees total	14	0	14	100,0
scientific employees total	48	0	11	22,9
total	62	0	25	40,3
res. assistant/ teacher for special tasks	17	0	4	23,5
thereof qualification positions	12	0	2	16,7
professorships	27	0	6	22,2
thereof reg. prof.	18	0	3	16,7
thereof jun. prof.	2	0	2	100,0
thereof temp. prof.	7	0	1	14,3

* incl. one junior professorship associated with the Methods Centre

Table 10: Personnel in the School of Public Affairs, new foundation in 2022

Status 01.12.	School of Economics (Management & Technology from 2022)												
	2011			2013			2017			2022			
employees of the School	total	thereof women	women %	total	thereof women	women %	total	thereof women	women %	total	thereof women	thereof diverse	women %
non academic employees total	40	28	70,0	39	30	76,9	41	29	70,7	36	28	0	77,8
scientific employees total	123	40	32,5	127	40	31,5	140	40	28,6	113	38	0	33,6
total	163	68	41,7	166	70	42,2	181	69	38,1	149	66	0	44,3
res. assistant/ teacher for special tasks	58	27	46,5	54	27	50,0	66	26	39,4	72	26	0	36,1
thereof qualification positions	25	13	52,0	23	14	60,9	38	18	47,4	30	16	0	53,3
professorships	65	13	20,0	73	13	17,8	74	14	18,9	41	12	0	29,3
thereof reg. prof.	62	11	17,7	66	11	16,7	59	9	15,2	37	9	0	24,3
thereof jun. prof.	2	1	50,0	2	1	50,0	11	4	36,4	1	1	0	100,0
thereof temp. prof.	1	1	100,0	5	1	20,0	4	1	25,0	3	2	0	66,7

Table 11: Personnel in the School of Economics (Management & Technology from 2022) over time

	total numer of research assistants*																								
						temporary or permanent										part-time** or full-time									
						thereof temporary employees					thereof permanent employees					thereof part-time employees					thereof fulltime employees				
	total	men	women	diverse	women %	total	men	women	diverse	women %	total	men	women	diverse	women %	total	men	women	diverse	women %	total	men	women	diverse	women %
										2015															
qualification positions (promoting young scientists (FWN-) positions and temporary assistant professor (Akad. Räte auf Zeit))*	52	21	31	-	59	52	21	31	-	59	0	0	0	-	0	44	15	29	-	65	8	6	2	0	25
teacher for special tasks and lectures	33	14	19	-	57	7	1	6	-	85	26	13	13	-	50	16	8	8	-	50	17	6	11	0	64
other research assistents	304	141	163	-	53	273	121	152	-	55	31	20	11	-	35	190	72	118	-	62	114	69	45	0	39
total 2015	389	176	213	-	54	332	143	189	-	56	57	33	24	-	42	250	95	155	-	62	139	81	58	0	41
										2017															
qualification positions (promoting young scientists (FWN-) positions and temporary assistant professor (Akad. Räte auf Zeit))*	117	48	69	-	58	117	48	69	-	58	0	0	0	-	0	81	30	51	-	62	36	18	18	0	50
teacher for special tasks and lectures	46	20	26	-	56	17	4	13	-	76	29	16	13	-	44	25	12	13	-	52	21	8	13	0	61
other research assistents	264	123	141	-	53	231	99	132	-	57	33	24	9	-	27	163	66	97	-	59	101	8	44	0	43
total 2017	427	191	236	-	55	365	151	214	-	58	62	40	22	-	35	269	108	161	-	59	158	34	75	0	47
										2022															
qualification positions (promoting young scientists (FWN-) positions and temporary assistant professor (Akad. Räte auf Zeit))*	148	63	85	0	57	148	63	85	0	57	0	0	0	0	0	86	30	56	0	65	62	33	29	0	46
teacher for special tasks and lectures	40	14	26	0	65	4	0	4	0	100	36	14	22	0	61	21	6	15	0	71	19	8	11	0	57
other research assistents	214	100	114	0	53	193	85	108	0	56	21	15	6	0	2	117	45	72	0	61	97	55	42	0	43
total 2022	402	177	225	0	56	345	148	197	0	57	57	29	28	0	49	224	81	143	0	63	178	96	82	0	46

* excluding temporary assistant professors. and directors who are entrusted with professorial duties, **part-time: less than 80 % weekly working hours

Table 12: Permanent/ temporary and part-time/ full-time academic employees at Leuphana University, as of 1 December 2015, 1 December 2017, and 1 December 2022

	2013			2017			2022		
	total	women	women %	total	women	women %	total	women	women %
Education									
Bachelor's degree	203	176	87%	111	96	86%	186	154	83%
Master's degree	186	160	86%	149	130	87%	147	123	84%
Promotion	19	14	74%	9	6	67%	9	7	78%
Culture and Society									
Bachelor's degree	74	58	78%	114	89	78%	123	100	81%
Master's degree	9	7	78%	13	13	100%	29	22	76%
Promotion	6	1	17%	4	3	75%	13	10	77%
Sustainability									
Bachelor's degree	24	16	67%	68	36	53%	114	87	76%
Master's degree	15	11	73%	28	18	64%	25	19	76%
Promotion	16	8	50%	8	4	50%	18	11	61%
Economics/ from 2022 Management & Technology									
Bachelor's degree	238	129	54%	275	127	46%	149	74	50%
Master's degree	134	77	57%	129	65	50%	64	37	58%
Promotion	23	8	35%	19	7	37%	20	9	45%
Public Affairs from 2022									
Bachelor's degree							70	33	47%
Master's degree							21	10	48%
Promotion							9	3	33%
total of all Schools									
Bachelor's degree	539	379	70%	568	348	61%	642	448	70%
Master's degree	344	255	74%	319	226	71%	286	211	74%
Promotion	64	31	48%	38	18	47%	69	40	58%

Table 13: Bachelor's/master's graduates (undergraduate degree programmes) in the respective summer semester and completed doctorates in the academic year (winter semester/ summer semester), no data on diverse was kept

employees in technology and admistration (MTV)															
Status: 01.12.2022						**temporary or permanent**									
						thereof temporary employees					**thereof permanent employees**				
	total	**men**	**diverse**	**women**	**women %**	**total**	**men**	**diverse**	**women**	**women %**	**total**	**men**	**diverse**	**women**	**women %**
technical services (including data processing), maintenance (including manuel service)	92	71	0	21	22,8	9	7	0	2	22,22	83	64	0	19	22,9
administrative service TVL E 3 to E 9	187	12	0	175	93,6	13	1	0	12	92,31	174	11	0	163	93,7
administrative service TVL E 10 to E 15	225	59	0	166	73,8	66	14	0	52	78,8	159	45	0	114	71,7
civil service	23	11	0	12	52,2	3	2	0	1	33,3	20	9	0	11	55,0
apprentices	6	3	0	3	50,0	6	3	0	3	50,0	0	0	0	0	0
total 2022	533	156	0	377	70,73	97	27	0	70	72,16	436	129	0	307	70,41

Table 14: Employees in technology and administration (MTV), employed on a fixed-term or permanent basis, as of 01.12.2022

employees in technology and admistration (MTV)												
Status: 01.12.2017					temporary or permanent							
					thereof temporary employees				thereof permanent employees			
	total	men	diverse	women	total	men	diverse	women	total	men	diverse	women
technical services (including data processing), maintenance (including manuel service)	86	63	23	26,7	12	8	4	33,3	74	55	19	25,7
administrative service TVL E 3 to E 9	198	14	184	92,9	31	4	27	87,1	167	10	157	94,0
administrative service TVL E 10 to E 15	165	50	115	69,7	69	17	52	75,4	96	33	63	65,6
civil service	18	6	12	66,7	1	1	0	0,0	17	5	12	70,6
apprentices	8	7	1	12,5	8	7	1	12,5	0	0	0	0
total 2017	475	140	335	70,5	121	37	84	69,4	354	103	251	70,9

Table 15: Employees in technology and administration (MTV) employed on a fixed-term or permanent basis, as of 1 December 2017

employees in technology and admistration (MTV)															
Status: 01.12.2022						part-time or full-time									
						thereof part-time employees					thereof full-time empfloyees				
	total	men	diverse	women	women %	total	men	diverse	women	women %	total	men	diverse	women	women %
technical services (including data processing), maintenance (including manuel service)	92	71	0	21	22,8	12	2	0	10	83,3	80	69	0	11	13,8
administrative service TVL E 3 to E 9	187	12	0	175	93,6	90	1	0	89	98,9	97	11	0	86	88,7
administrative service TVL E 10 to E 15	225	59	0	166	73,8	98	16	0	82	83,7	127	43	0	84	66,1
civil service	23	11	0	12	52,2	1	0	0	1	100	22	11	0	11	50,0
apprentices	6	3	0	3	50,0	0	0	0	0	0	6	3	0	3	50,0
total 2022	533	156	0	377	70,7	201	19	0	182	90,5	332	137	0	195	58,7

Table 16: Employees in technology and administration (MTV) part-time or full-time

employees in technology and admistration (MTV)												
Status: 01.12.2017					part-time or full-time							
					thereof part-time employees				thereof full-time empfloyees			
	total	men	diverse	women	total	men	diverse	women	total	men	diverse	women
technical services (including data processing), maintenance (including manuel service)	86	63	23	26,7	18	7	11	61,1	68	56	12	17,6
administrative service TVL E 3 to E 9	198	14	184	92,9	107	3	104	97,2	91	11	80	87,9
administrative service TVL E 10 to E 15	165	50	115	69,7	70	16	54	77,1	95	34	61	64,2
civil service	18	6	12	66,7	1	0	1	100	17	6	11	64,7
apprentices	8	7	1	12,5	0	0	0	0	8	7	1	12,5
total 2017	475	140	335	70,5	196	26	170	86,7	279	114	165	59,1

Table 17: Employees in technology and administration (MTV) part-time or full-time

supervisors and specialists with special high-value tasks (MTV)							
Status 01.12.	2017			2022			
	total	thereof women	women %	thereof	thereof diverse	thereof women	women %
Pay groups 15, 14 and 13Ü (with supervisory tasks) and salary A 15 and A 16	17	10	58,8	20	0	11	55

Table 18: Supervisors and specialists (MTV) with particularly high-value tasks

School	degree	Study-programme	Stud. total	Stud. diverse	Stud. n. s.	Stud. female	women n %	women % toal
Education	bachelor's degree	LBS Business Education	338	1	0	240	71,0	72,2
		LGHR Teaching and learning	123	0	0	62	50,4	
		LBS social pedagogy	818	1	0	621	75,9	
	master's degree	LBS Economics	146	0	0	96	65,8	76,3
		Teaching degree at primary schools	72	0	0	35	48,6	
		Teaching degree at secondary modern and intermediate schools	376	0	0	331	88,0	
		LBS Business Education	139	0	0	97	69,8	
	adaption courses and certificates		15	0	0	13	86,7	
	exchange/ incoming stud.		25	1	0	15	60,0	
	promotion		98	0	0	70	71,4	71,4
	total		2150	3	0	1580	73,5	
Culture and Society	bachelor's degree	Digital Media	175	0	0	116	66,3	71,9
		Cultural studies	791	2	0	591	74,7	
		Studium Individuale	186	4	1	121	65,1	
	master's degree	Cultural studies	60	0	1	41	68,3	75,8
		Cultural Studies. Critique of the present	63	1	2	47	74,6	
		Cultural Studies Media and Digital Cult.	47	0	1	35	74,5	
		Cultural Studies	76	0	1	66	86,8	
		Theory and history of modernity	14	0	0	8	57,1	
	exchange/ incoming stud.		48	0	1	33	68,8	
	promotion		94	0	0	56	59,6	59,6
	total			7	7	1114	71,7	
Sustainability	bachelor's degree	Environ. A. Sust. Studies	57	0	0	49	86,0	77,2
		Global Environm. a. Sust. St.	184	3	0	150	81,5	
		Psychology	292	0	0	220	75,3	
		Environmental sciences	429	6	0	324	75,5	
	master's degree	Global Sustainability Science	8	0	0	7	87,5	77,5
		Sustainability sciences	175	0	1	137	78,3	
		Pschology & Sustainability	17	0	0	11	64,7	
	exchange/ incoming stud.		21	0	0	16	76,2	
	promotion		112	0	0	73	65,2	65,2
	total			9	1	987	76,2	
Management & Technology	bachelor's degree	Business administration	465	1	0	232	49,9	38,1
		Engineering sciences	235	1	0	46	19,6	
		Intern. Business Admin.	366	0	0	199	54,4	
		Business informatics	324	1	0	53	16,4	
	master's degree	Management and Business Devel.	14	0	0	7	50,0	47,2
		Management and Data Science	85	0	0	34	40,0	
		Management and Controlling	3	0	0	2	66,7	
		Management & Sust. Acc. a Finance	84	0	0	45	53,6	
		Management and Human Resources	7	0	0	5	71,4	
		Management and Marketing	6	0	0	6	100,	
		Management and Engineering	133	0	0	39	29,3	
		Management an Entrepreneurship	139	0	0	79	56,8	
		Int. Joint of R. in Work Org Psychology	14	0	0	12	85,7	
	exchange/ incoming stud.		32	0	0	16	50,0	
	promotion			1	1	54	43,2	43,2
	total			4	1	829	40,8	
Public Affairs	bachelor's degree	Political Science	252	0	2	126	50,0	53,9
		Jurisprudence	388	0	0	247	63,7	
		Economics	134	0	0	44	32,8	
	master's degree	Staatswissenschaften	154	0	0	74	48,1	57,1
		Intern. Economics Law	17	0	0	14	82,4	
		Intern. Law of Glob. Security	15	0	0	14	93,3	
		Jurisprudence	26	0	0	19	73,1	
	exchange/ incoming stud.		18	0	0	13	72,2	
	promotion			0	0	24	43,6	43,6
	total			0	2	575	54,3	
Profes-sional School			1606	2	0	947	59,0	59
total students			9696			6032	62,2	

Table 19: Overview of students by School in winter semester 2022/ 23 and their proportion of women

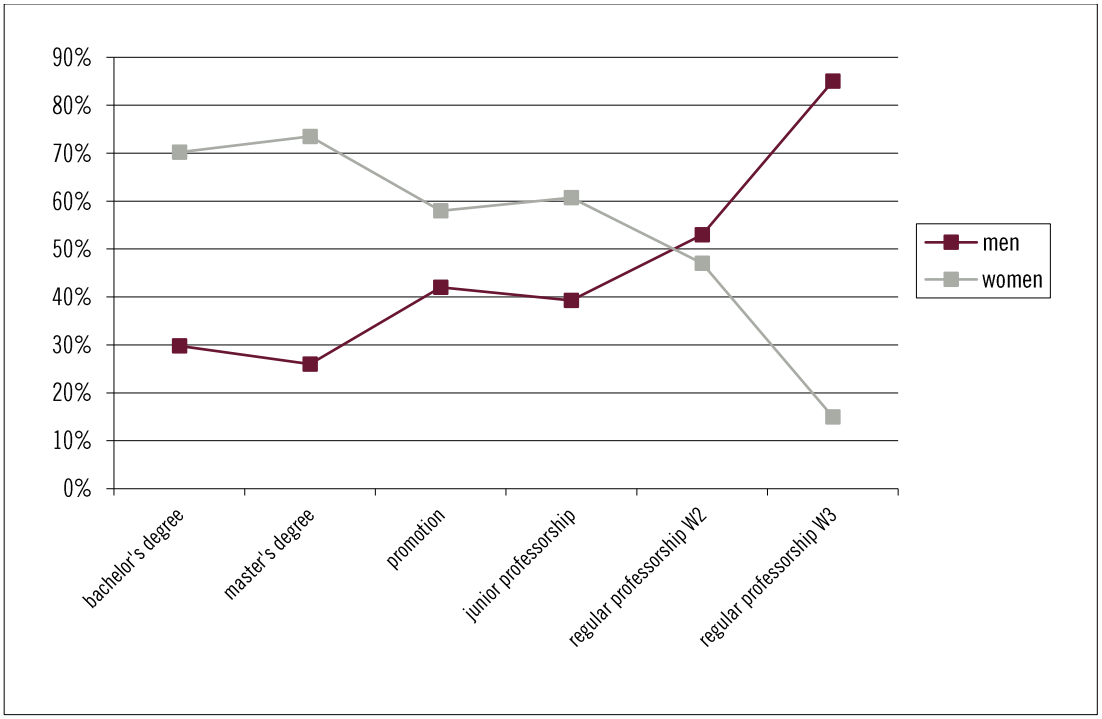

Figure 3: Leaky Pipeline at Leuphana University Lüneburg, as of summer semester 2022

	BA stud. 1th sem., first-year students		BA degree until 6th/7th sem.		MA stud. 1th sem., first-year students		MA degree until 4th/5th sem		prom. stud.*		prom. degree		habil. degree		leading a junior research group		junior prof.**		prof. W2**				prof. W3**			
		%		%		%		%		%		%		%		%		%	regular	%	temporary***	%	regular	%	temporary***	%
	WiSe 2019/20		Σ sum. sem. 2022 + win. sem. 2022/23		win. sem. 2020/21		Σ sum. sem. 2022 + win. sem. 2022/23		∅ win. sem. 2021/22 + sum. sem. 2022		Σ win. sem. 2021/22 + sum. sem. 2022		2022		2022		2022		2022				2022			
in total																										
total	1551		413		680		357		507		69		4		2		13		72		16		47		2	
thereof male	603	38,9	115	27,8	229	33,7	92	25,8	209	41,1	29	42,0	1	25,0	2	100,0	5	38,5	38	52,8	12	75,0	40	85,1	1	50,0
thereof female	946	61,0	298	72,2	450	66,2	265	74,2	299	58,9	40	58,0	3	75,0	0	0,0	8	61,5	34	47,2	4	25,0	7	14,9	1	50,0
thereof diverse	2	0,1	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0	0,0	0	0,0	1	0,1	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
by School																										
total Edu.	413		182		306		216		100		8		1		0		3		17		6		9		0	
thereof male	107	25,9	29	15,9	70	22,9	39	18,1	26	26,1	2	25,0	0	0,0	0	0,0	0	0,0	5	29,4	4	66,7	6	66,7	0	0,0
thereof female	305	73,8	153	84,1	236	77,1	177	81,9	74	73,9	6	75,0	1	100,0	0	0,0	3	100,0	12	70,6	2	33,3	3	33,3	0	0,0
thereof diverse	1	0,2	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total C.a.S.	295		31		88		9		119		14		2		0		2		9		3		6		0	
thereof male	90	30,5	3	9,7	23	26,1	3	33,3	48	39,9	3	21,4	0	0,0	0	0,0	2	100,0	5	55,6	2	66,7	4	66,7	0	0,0
thereof female	205	69,5	28	90,3	64	72,7	6	66,7	72	60,1	11	78,6	2	100,0	0	0,0	0	0,0	4	44,4	1	33,3	2	33,3	0	0,0
thereof diverse	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0	0,0	0	0,0	1	1,1	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total Sus.	213		38		48		21		123		21		1		2		5		17		2		6		0	
thereof male	39	18,3	5	13,2	9	18,8	4	19,0	41	32,9	7	33,3	1	100,0	2	100,0	3	60,0	10	58,8	1	50,0	5	83,3	0	0,0
thereof female	174	81,7	33	86,8	39	81,3	17	81,0	83	67,1	14	66,7	0	0,0	0	0,0	2	40,0	7	41,2	1	50,0	1	16,7	0	0,0
thereof diverse	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total M&T	630		107		238		94		166		26		0		0		1		19		1		18		0	
thereof male	367	58,3	61	57,0	127	53,4	36	38,3	95	57,1	17	65,4	0	0,0	0	0,0	0	0,0	11	57,9	1	100,0	17	94,4	0	0,0

	BA stud. 1th sem., first-year students		BA degree until 6th/7th sem.		MA stud. 1th sem., first-year students		MA degree until 4th/5th sem		prom. stud.*		prom. degree		habil. degree		leading a junior research group		junior prof.**		prof. W2**				prof. W3**			
		%		%		%		%		%		%		%		%		%	regular	%	temporary***	%	regular	%	temporary***	%
	WiSe 2019/20		Σ sum. sem. 2022 + win. sem. 2022/23		win. sem. 2020/21		Σ sum. sem. 2022 + win. sem. 2022/23		Ø win. sem. 2021/22 + sum. sem. 2022		Σ win. sem. 2021/22 + sum. sem. 2022		2022		2022		2022		2022				2022			
thereof female	262	41,6	46	43,0	111	46,6	58	61,7	71	42,9	9	34,6	0	0,0	0	0,0	1	100,0	8	42,1	0	0,0	1	5,6	0	0,0
thereof diverse	1	0,2	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total P.A.****	0		55		0		17		0		0		0		0		2		10		4		8		2	
thereof male	0		17	30,9	0		10	58,8	0		0		0	0,0	0	0,0	0	0,0	7	70,0	4	100,0	8	100,0	1	50,0
thereof female	0		38	69,1	0		7	41,2	0		0		0	0,0	0	0,0	2	100,0	3	30,0	0	0,0	0	0,0	1	50,0
thereof diverse	0		0	0,0	0		0	0,0	0		0		0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
thereof n. s.	0		0	0,0	0		0	0,0	0		0		0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0

* Average values are commercially rounded values

** Professorships as of 01.12.2022

*** This includes full-time visiting professorships, administrative and deputy professorships that are held in the Schools.

**** School S was established in summer semester 2022, which is why there are no students or graduates in this School in the years prior to this. The doctoral students and graduates of School S were assigned to Schools K and W (M&T) for the summer semester 2022 in order to create a uniform assignment in winter semester 2021/22 and summer semester 2022.

created by Team Q and the Equal Opportunities Office, July 2023

Table 20: Gender shares by qualification level (2022)

status 01.12		Dean's Offices				School Councils				
Schools	**year**	**total**	**thereof women**	**thereof diverse**	**women %**	**total***	**thereof women**	**thereof diverse**	**women %**	**thereof professors**
Education	**2022**	5	2	0	40%	7	4	0	57%	2 (50%)
	2018	5	2	-	40%	7	4	-	57%	2 (50%)
	2014	5	2	-	40%	7	4	-	57%	2 (50%)
Cultural Studies	**2022**	4	2	0	50%	7	2	0	29%	1 (25%)
	2018	6	3	-	50%	7	3	-	43%	1 (25%)
	2014	5	2	-	40%	7	4	-	57%	1 (25%)
Sustainability	**2022**	4	1	0	33%	7	2	0	29%	1 (25%)
	2018	2	0	-	0%	7	3	-	43%	1 (25%)
	2014	3	0	-	0%	7	0	-	0%	0 (0%)
Management & Technology	**2022**	4	1	0	33%	7	3	0	43%	1 (25%)
	2018	4	2	-	50%	13	4	-	31%	1 (25%)
	2014	4	2	-	50%	13	4	-	31%	1 (25%)
Public Affairs	**2022**	3	0	0	0%	7	4	0	57%	2 (50%)

* thereof with 7 members, 4 professorships; with 13 members, 7 professorships

Table 21: Proportion of women in the Dean