



**CONTINUATION OF THE POSITION PAPER ON THE  
PROMOTION OF EQUALITY AND  
DIVERSITY IN THE FACULTY OF BUSINESS AND  
ECONOMICS IN THE PERIOD FROM 2020 - 2022**

(adopted by the Faculty Council on November 11 2020)

## OBJECTIVES

In order to further develop a university culture that is diverse, family-friendly, gender-inclusive and appreciative, it is necessary to integrate equal opportunities, anti-discrimination, equality and inclusion into the everyday processes of teaching and research, studies and quality assurance, and to actively promote appropriate measures to this end.

The Faculty of Business and Economics is committed to this maxim and continues to work to ensure that all teaching, learning, work and research contexts and processes are designed in a way as to achieving equal opportunities by implementing structural as well as diversity and equality standards. After having initiated many processes and developed best practice formats in the past years, the next two years will be used to focus on selected fields of action and to concretize measures. In the context of a collegial exchange within the Faculty Council, the following focal points were set for this purpose:

**Sensitization:** Support the further development of a sensitivity for gender, cultural differences and global perceptions.

**Structure:** Further development of transparent, structured and formalized procedures as well as steering processes of the faculty while at the same time promoting a broad culture of participation.

**Teaching:** Integration and subject-specific differentiation of gender and diversity aspects in teaching and increasing the motivation of faculty members to integrate these aspects.

Concentrating on these three fields of action also aims at establishing links with faculty processes already underway, in particular the AACSB accreditation, and to exploit synergies.

## STATUS QUO CURRENT PERSONNEL SITUATION

The pursuit of the objectives and the exploration of suitable measures require an analysis of the current personnel situation and relevant framework conditions in the faculty, which are presented in the following overview. Gender-specific data are available, but an analysis of diversity relevant aspects is not yet possible due to a lack of data. In order to work out subject-specific characteristics of the students, the student data are additionally differentiated according to the study program.

### FB&E's current personell situation (as at September 2020)

FB&E's employees	total	proportion of women	percentage of women
Non-scientific Personnel – total	41	33	80,5
Scientific Personnel – total	131	35	26,7
<b>Total</b>	<b>172</b>	<b>68</b>	<b>39,5</b>
<b>Scientific Personnel</b>			
Research assistants	65	22	33,9
proportion of junior scientists	43	22	51,2
Professorships	77	17	22,1

Source: as at 14.09.2020, representation as heads (therefore multiple counts, e.g. by 50% third-party funding, are possible)

### Differentiation by scientific career levels

Scientific career levels	<i>Professorships as at 06/2020; Graduates: official data delivery (BSOS) June 3<sup>rd</sup> 2020;                      Student statistics summer term 2020: Students as at June 18<sup>th</sup> 2020; PhDs as at 10/2020 AACSB</i>				
	proportion			percentage	
	w	m	total	w	m
Leadership Dean's Office	2	2	4	50,0	50,0
Professorships	12	55	68	17,6	82,4
proportion of temporary professors*	2	4	6	33,3	66,7
proportion of third-party funded professors /administration	1	2	3	33,3	66,7
Assistant professors (Tenure Track)	5 (1)	4	9 (1)	55,6 (60)	44,4 (40)
Leaders of junior research groups					
Current PhDs	83	114	197	42,1	57,9
Master's graduates	54	38	92	58,7	41,3
Bachelor's graduates	78	98	176	44,3	55,7
Students	1313	1676	2989	43,9	56,1

\* temporarily established by third-party and special funds, such as guest, substitute and administration professorships, senior professorships

### Differentiation by study programm: Immatriculations summer term 2020 – Bachelor

Immatriculations <i>as at June 3<sup>rd</sup> 2020</i>	number			percentage	
	<i>w</i>	<i>m</i>	<i>total</i>	<i>w</i>	<i>m</i>
<i>Study program</i>					
Business Education (B.A.)	65	59	124	52,4	47,6
Major Business Administration	349	412	761	45,9	54,1
Major Engineering	27	201	228	11,8	88,2
Major Intern. Business Administration & Entrepreneurship	133	107	240	55,4	44,6
Major Law	232	162	394	58,9	41,1
Major Economics	34	103	137	24,8	75,2
Major Information Systems	48	227	275	17,5	82,5
Major Business Psychology	2	1	3	66,7	33,3
<i>Total</i>	<i>890</i>	<i>1272</i>	<i>2162</i>		
<i>Average</i>				<i>41,2</i>	<i>58,8</i>

Source: Student statistics summer term 2020 (data as at June 3<sup>rd</sup> 2020)

### Differentiation by study programm: Immatriculations summer term 2020 – Master

Immatriculations <i>as at June 3<sup>rd</sup> 2020</i>	number			percentage	
	<i>w</i>	<i>m</i>	<i>Total</i>	<i>w</i>	<i>m</i>
<i>Study program</i>					
Intern. Economic Law	10	9	19	52,6	47,4
Int. J. MA of R. in Work and Psychology	6	0	6	100,0	0,0
Man. and Business Development	54	39	93	58,1	41,9
Man. and Data Science	30	38	68	44,1	55,9
Man. and Engineering	31	81	112	27,7	72,3
Man. and Finance & Accounting	28	48	76	36,8	63,2
Man. and Human Resources	69	10	79	87,3	12,7
Man. and Marketing	68	8	76	89,5	10,5
Public Economics, Law and Politics	47	57	104	45,2	54,8
<i>Total</i>	<i>342</i>	<i>290</i>	<i>633</i>		
<i>Average</i>				<i>54,2</i>	<i>45,8</i>

Source: Student statistics summer term 2020 (data as at June 3<sup>rd</sup> 2020)

## MEASURES

Based on these objectives and taking into account the current data, measures for the fields of action *sensitization*, *structure* and *teaching* have been derived and are listed below. These concrete measures are seen as a great opportunity to address gender-specific imbalances, to draw wider attention to gender- and diversity-related aspects within the faculty, to discuss challenges and to bundle commitment and competencies in these areas.

### Sensitization:

Measure	Content	Responsibility
<b>Workshops</b>	A workshop for faculty members will be offered to sensitize and inform about gender, cultural differences, racism and global perceptions.	Dean's Office
	In addition, the discussion of challenges and possible measures in the context of gender and diversity shall be continued. A workshop is planned for the first half of 2021, in which strategies are to be developed on the basis of an extensive data-based problem analysis.	Faculty Council / Dean's Office

### Structure:

Measure	Content	Responsibility
<b>Compensation for disadvantages</b>	The Dean's Office wants to work to ensure that, within the framework of legal possibilities, compensation for disadvantages is introduced for women with above-average commitment in academic self-administration (women of the FB&E are, for example, more strongly challenged by the quota regulation of at least 0.4 in appointment committees than other genders), e.g. by central regulation of sabbatical terms.  All lecturers who have been able to perform less well in individual semesters due to special family burdens will continue to be allowed, upon application, to remove these semesters from the evaluation of the performance-based allocation of funds.	Dean's Office
<b>Diversity Fund</b>	The Diversity Fund was introduced in the last period with the aim of promoting and initiating gender equality relevant measures,	Dean's Office, Representative for equal

	<p>among other things with a view to the challenges of gender-specific choice of subject. As a first step, the application, approval and reporting process was developed and tested. In 2020-2022, the knowledge gained and suggestions for improvement from the faculty are to flow into the <i>further development of the Diversity Fund</i>. On the one hand, the application framework needs to be re-considered; currently, 500 EUR each are available for ten possible projects, which seems too small a sum. In addition, the fund is to be made known in the faculty again by specifying the subject areas and explicitly addressing students.</p>	<p>opportunities of the FB&amp;E</p>
<p><b>Recruiting of female scientists</b></p>	<p>Development of a <i>strategy for the recruitment of female scientists</i> (especially in appointments) in cooperation with Dean's Office and the members of the Faculty Council:</p> <p>In addition to the active approach and targeted recruiting pursued so far, it has become clear from past appointment processes that, if possible, greater attention should be paid to the "market situation" of potential female candidates as early as the professorships are advertised - within the framework of a broader profile orientation - in order to increase the pool of qualified female applicants.</p> <p>The faculty is facing the challenge that by 2030 a disproportionately large number of female professors will retire, which will lead to a further decrease in the (already poor) proportion of female professors in permanent professorships, assuming that appointment practices remain unchanged.</p> <p>The members of the Faculty Council and the Dean's Office share the understanding that the appointment of women should therefore be the highest priority in the coming years. The specific situation of the discipline should be taken into account. Accordingly, it is necessary to intensify the faculty-internal discussion on the recruitment of women (the second workshop mentioned above will also serve this purpose, i.e. to look for broader solutions that do not discriminate against any gender).</p> <p>As one of the foundations of this discourse, the Dean's Office will intensively research corresponding efforts practiced at other universities to attract women. In the course of this research, it will be examined, without prejudging the outcome, whether and to what</p>	<p>Dean's Office in cooperation with responsible university offices</p>

	extent other appointment models could be implemented for the new appointment planning from 2026.	
<b>Communication</b>	Collection and visible presentation of all (continuously) running measures and processes in the context of gender and diversity	Dean's Office

**Teaching:**

Measure	Content	Responsibility
<b>Subject-specific integration of gender-diversity aspects</b>	<p>The integration of gender diversity aspects into teaching is a cross-cutting issue. Over the next two years, <i>concrete references will be identified and subject-specifically differentiated</i> in this context. Since this topic is also of interest for the development of the respective study programs, conception phases and accreditation processes, access to the respective subject via the subject coordinators could be a useful way to create synergies. The objective in this two-year period would be to possibly start with two study programs, of which at least one program has a shortage of female students. Working out appropriate subject-specific guidelines that offer the respective teachers of the subject suggestions on how to implement these topics in teaching would be desirable.</p> <p>A cooperation with the Equal Opportunities Office and the Diversity Officer (teaching service) is being sought as well as the exploration of synergies for the AACSB process.</p>	Representative for equal opportunities of the FB&E