

POSITION PAPER ON THE ADVANCEMENT OF EQUALITY AND DIVERSITY

**School of Sustainability
2024-2026**

State: January 2025

1. OUR VISION

We encourage an inclusive environment at the school in which everyone should feel welcome and treated with respect. We foster reflection about own privileges and encourage transparent and non-violent communication between the members of the school. We act together against racism, sexism and all other kinds of discriminative behavior. Therefore, we understand intersectional perspectives, visibility, reflection, and empowerment as key drivers towards an inclusive environment. We want the school to be a place, where all people feel embraced how they are and how they will be.

From our perspective, reflection of own actions includes e.g., knowledge about own biases and power dynamics which result at best in responsible decision and actions of all staff members and students of the school. We especially encourage people in higher ranked positions to lead by example. This means to be sensitive towards power dynamics in working groups as well as while teaching, supervising or working together with students and staff. Here, a specific awareness should belong towards people that are less privileged/visible in academia or have experiences with discrimination of any kind. Therefore, we encourage everyone in the school to reflect own privileges and power positions, exchange your knowledge and questions with each other and act upon that.

Moreover, we would like to draw attention to the structural conditions for gender inequality which still exist, e.g., visible in the kink in the proportion of women after the doctorate. In order to change this step by step, we would like to discuss the underlying structures and rules of science (such as the pressure to publish, rankings or the economization of universities).

2. OUR TARGET AREAS AND MEASURES

Goals	Measure
1. Increasing the number of women and international regular professorships as well as people affected by intersectionality* in higher positions	We aim to appoint long-term professorship positions that should result into 2-3 new female*non-binary professorships (including W1-tenured professorships, and also W2/W3 ones) till 2026.
2. Gender- and diversity-appropriate participation culture, related to committees and administrative bodies	By motivating specific members of the school to get elected for school council and elect timely alternating positions for diverse members of the school for the different leader positions (institutes/school council/senate) (proportional participation). Info: There are possibilities to reduce teaching obligations at Leuphana (see "Guideline on reductions of teaching obligations").
3. Gender and diversity-appropriate participation	3.1 Engage professors, lecturers and teachers' to use the material collection in order to be able to include at least one session that relates to his*her topic to gender and diversity aspects: https://www.gender-curricula.com/gender-curricula

culture referring to the studies and teaching	Further ideas: Invite some colleagues (guest professor) on gender and diversity topics. 3.2 Addressing issues of equity, diversity and antidiscrimination in exchanges with professors, lecturers and teachers and students, e.g., in additional quality circles (beyond the ones of teaching), enable a student representative to engage with people of the decentralize gender and diversity work at the school (drafting a fact sheet).
4. Act together against racism, sexism, and all other kinds of discriminative behavior.	4.1 Within the existing format of open presentations hosted by the school called 'Sustainability Science Lectures' one lecture per year will be related to the topic of diversity. Invite at least one sustainability scientist who belongs to any minority in order to inspire us: inspire students, inspire school staff to identify barriers for diversity and ways to overcome. The lecture can be accompanied with a panel session/discussion on how belonging to a minority has affected the career. Perspective measure: Sustainability Science Lectures from winter term 2022/23 onwards 4.2 Visibility of "life stories": make diversity visible of professors of the school. The interviews can share their experiences of being a minority in science, influences in their childhoods and the fun and importance of science both to themselves and to the wider community. This will be continued.
5. Organizing activities to promote consciousness-raising and a workplace of inclusion that welcomes and supports people of varying backgrounds and different viewpoints, experience, talents, and ideas (events such as lectures, inclusion programs, etc.)	5.1 Appointment procedures, third session before the interviews: Including bias video (7 minutes) and briefing with discussion by the equal opportunity office. 5.2 At least two events including formats (e.g. sessions/information/talks etc.) on gender and diversity for sustainability. 5.3 All TVL 6 office management positions will be checked on getting higher positions (TVL 8) for a new institute management. Aiming to decrease the gender pay gap as part of structural discrimination.

3. HUMAN RESOURCES GOALS

Academic Career Stages	Current State (14.06.2022)				Goal until 2026 (and later)	
	Data students WS 2021/2022		Data Alumni of the year 2020/21			
Gender Share¹__	total		in percent		in percent	
	F	M	F	M	F	M
1. Deanships	1	2	33,3	66,7	On average 50	On average 50
2. Head of Institutes	2	6	0	100	50	50

¹ We refer in this case to the biologically assigned sex and not to the self-chosen, based on data from the human resources department. Numbers about Inter* humans are in the actual time point not compiled. Additionally, we indicate that the binary representation of sex is a simplification and does not show the total Diversity and therefore minimizes its visibility.

3. Professorships W2/W3	6 (+ 2) ²	13 (+1)	32 (36)	68 (64)	40	60
4. Temporal Professorships	1	0	33,4	66,6		
5. Assistant Professor-ships with/without Tenure Track	2	2	50,0	50,0	50	50
6. Leaders of Junior Groups	0	1	-	100	50	50
7. Research assistant	44	30	59	41	50	50
8. Honour- and Honorary professors	3	19	15,0	85,0	Till 50 at least alternating each year	Till 50 at least alternating each year
9. PhD Students ²	87	42	67	33	Currently no demand	Currently no demand
10. Master Students ²	139	35	80	20	Currently no demand	Currently no demand
11. Bachelor Students ²	626	212	75	25	Currently no demand	Currently no demand
12. Alumni (finished degree M.Sc. & B.Sc.)	31	17	65	35	Currently no demand	Currently no demand
13. Non-academic personnel	26	2	93,0	7,1	More gender balance/diversity	More gender balance/diversity

ACKNOWLEDGEMENTS

Thanks to the equal opportunities office at Leuphana for your support with discussions along all topics of gender and diversity. This Position Paper is jointly created by the members of the Diversity Team of the School:

Fabienne Moreau, Prof. Dr. Dr. Vânia Zuin Zeidler

You would like to talk to someone about gender equity, diversity, discrimination etc. at the school or Leuphana? Feel free to contact us!

Vice-Dean Internationalization and Diversity

Prof. Dr. Dr. Vânia Zuin Zeidler

Decentralized Equal Opportunities Officers of the Department of Sustainability:

Dr. Fabienne Moreau

Further information can be found on:

<https://www.leuphana.de/einrichtungen/fakultaet/nachhaltigkeit/diversitaet.html>